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1871.

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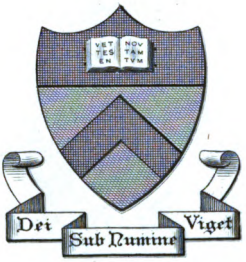

Princeton University.

Presented by
Miss Margaret Miller.

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Rev John Miller,
Princeton
N.J.

With the respects of

W. H. RUFFNER,

Supt. Public Instruction,

Virginia.

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Virginia. Dept. of public instruction

VIRGINIA SCHOOL REPORT,

1871.

FIRST ANNUAL REPORT

OF THE

Superintendent of Public Instruction,

FOR THE YEAR ENDING AUGUST 31, 1871.

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COMMONWEALTH OF VIRGINIA,
OFFICE OF THE BOARD OF EDUCATION,
Richmond, December 1, 1871.

To the General Assembly of Virginia:

The Board of Education has the honor to transmit herewith the First Annual Report of the Superintendent of Public Instruction, together with the report of the Second Auditor upon the subject of the Literary Fund.

Respectfully,
G. C. WALKER,
President Board of Education.

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COMMONWEALTH OF VIRGINIA,
OFFICE SUPERINTENDENT PUBLIC INSTRUCTION,
Richmond, October 1, 1871.

To his Excellency GILBERT C. WALKER,
Governor of Virginia, and ex officio
President of the Board of Education:

MR. PRESIDENT,—

I have the honor to submit herewith my first annual report to the Board of Education.

The occasion allows me the pleasure of testifying to the large amount of valuable service rendered to the cause of public education during the past year by yourself and the Attorney General.

From the 17th of September, 1870, to the 31st of August, 1871, there were held forty-eight meetings of the Board of Education, averaging, perhaps, three hours in length. These meetings were frequently held late in the evening, and more than once, were continued until midnight. Besides attending upon sessions of the Board, each of you kindly gave me the benefit of your counsel on many informal occasions. All the commissions and money orders were signed by yourself as President of the Board, and many legal opinions in regard to public school affairs were given by the Attorney General. The large additions thus made to the ordinary duties of your respective offices, seem worthy of special recognition.

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Allow me, Mr. President, also to allude to the great moral support given to the cause of universal free education, by your manly public utterances on the subject, both before and since your election as Governor.

I am, sir, very respectfully,

Your obedient servant,

WM. H. RUFFNER,
Supt. Public Instruction.

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FIRST ANNUAL REPORT

OF THE

Superintendent of Public Instruction of Virginia,

For the Year ending August 31, 1871.

The General Assembly which met on the 10th day of February, 1870, scrupulously obeyed the new Constitution in regard to education. It appointed a Superintendent of Public Instruction on the 2d day of March, eight days within the time required. That officer qualified March 5th, and reported his plan of public instruction to the General Assembly March 28th, five days before the expiration of the extremely brief period of thirty days allowed by the Constitution for preparing it.

By request of the chairman of the committee of schools and colleges of the House of Delegates, the Superintendent next addressed himself to the preparation of a bill to be submitted to the Legislature, embodying in detail the plan which had been reported in outline. The bill, after being revised by Prof. J. B. Minor, and much improved, especially in its technical phraseology, was laid before a joint meeting of the Senate and House committees on the 26th day of April. It was first reported without alteration by the joint committee to the Legislature, which ordered it to be printed.

This having been done, the committee, faithfully and in the best spirit, worked over the bill in all of its details, and improved several of its points. On the 6th day of June, it was taken up

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by the Senate, and on the 27th of the same month by the House of Delegates. Some changes were made for the better, others for the worse. Great interest was manifested in the discussions, which were animated and courteous. No serious opposition was shown to the main features of the bill, which was finally passed under the able leadership of Col. Edmund Pendleton in the Senate, and Major Henderson M. Bell in the House. It was signed by the Governor, and became a law July 11th, 1870—a day which marks an epoch in the history of Virginia.

The first work to be done under the school law, was the appointment by the Board of Education of county superintendents and district school trustees—about 1,400 in number. As may readily be imagined, this was a work of no inconsiderable magnitude, demanding the utmost caution, and involving immense correspondence. The first meeting of the Board of Education was held on the 29th of July, at which time twelve county superintendents were appointed. Before the 15th of November more than a thousand officers had been commissioned; and by the 2d day of January the whole work was done; and now, after a year's intercourse with these officers, we may say that the work was well done.

It then devolved upon the Superintendent to instruct these officers in their new and somewhat complicated duties. This he did by means of circulars, correspondence, and the columns of the *Educational Journal.* This monthly magazine had been established in 1869 as the organ of the Educational Association of Virginia, and by an arrangement, as economical as it was convenient, eight pages of the *Journal* were every month placed under the control of the Superintendent, and proved to be a highly important means for conveying information, and for educating school officers, teachers, and other readers of the *Journal*, in the ideas and methods of the school system.

THE OPENING OF SCHOOLS.

The first duty of county superintendents, after the trustees were appointed, was to organize the various district boards, and set them to work in taking the census of school popula-

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tion, determining the number and location of schools, and providing school accommodations. They then began to examine and commission teachers.

The first schools were opened about the middle of November. When the appliances required to be furnished for the schools were not provided by private means, district votes were taken on the question of laying a tax for the purpose, and the result was almost always favorable.

The following extract from the *Educational Journal* for the month of January last, gives a succinct account of the progress of the work up to that time:

"The public school work moves on with a vigor which is surprising in view of the fact that not a dollar of the public money has yet become available for the support of the system (Jan. 10). Except in one district, in which the colored people voted adversely, the question of laying a local tax for providing school accommodations has been carried by a large majority in every case in which it has been presented to the suffrages of the people. In one large and wealthy district in Henrico county, the colored people, who are in the majority, left the question of the school tax to be entirely decided by the whites, who were the property-holders. Not a colored vote was cast on the question, and the whites unanimously voted the tax of over sixteen hundred dollars. The polls were opened in all the districts, and only eighteen votes were cast against the tax in the county. In Alexandria, Rockbridge and Powhatan, the result was highly favorable, the adverse vote being very small. But the machinery of the polls has been resorted to in only a few cases hitherto. In more than one-fourth, perhaps in one-half of the counties of the State, schools have been opened, or are on the point of opening, by means of private subscription. And a large proportion of these schools have heretofore existed as private schools, which, by the concurrence of those concerned, have now been adopted into the State system, and made free to all. In many cases the teacher continues to receive pay from his patrons, in addition to what he receives from the State. By this combination of private with public means, schools in some counties are likely to be so multiplied

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as to furnish a full supply for the wants of the people. Augusta, Rockbridge, Carroll, Floyd and Chesterfield, are examples of this. What has been done in these counties might be done in many others. In one of our smaller cities all the elementary private schools—eight in number—have been turned into public schools, and an appropriation of fifteen hundred dollars has been made by the city council for their benefit. In nearly all the counties in which private arrangements have not been made, district votes will be taken during this month."

Before the end of the scholastic year the number of schools had increased to more than 2,900, with about 130,000 pupils and more than 3,000 teachers.

THE CENTRAL AUTHORITIES.

Our constitutional plan of education, which is undoubtedly framed on right principles, allies the school system with the State government in form as well as in fact, by the centralization of its authority, and in the extent of its operations. When rightly supported and administered, this form of school government gives unity, economy and great vigor to the system; but it imposes heavy responsibility upon the central authorities, and a large amount of labor upon the executive office.

In the preparation of the school law, which was in the hands of the Legislature within seven weeks after the Superintendent had received his appointment, many detailed arrangements for the operation of the school system were of necessity omitted, and were in the law referred to the Board of Education for regulation. These details, almost without number, came up successively, and were considered and decided upon.

The business of the Board passed through the office of the Superintendent of Public Instruction, and upon him devolved the interpretation and execution of all the school laws and regulations. Hence the year was necessarily spent almost exclusively in the mere outward organization of the system. The still more important work of improving the schools, and promoting the prompt and successful management of the details of the system by the local officers, has only been commenced.

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In the administration of the system, so far as yet appears, very few mistakes have been committed, and after a year's experience, it is gratifying to find that the errors in legislation have not materially affected the working of the system, and may be remedied without difficulty. As a whole, our system is one of the best in the United States.

EXACT FIGURES POSTPONED.

It would be in order to introduce here exact statistical summaries of all the school operations of the year, such as are found in detail in the tables annexed to this report; but owing to the delay of a few of the officers in forwarding their reports, these early pages must go into the hands of the printer before the completion of the statistical tables. It is to be hoped that the desired summaries may be obtained in time for introduction into some other part of the body of the report, and that hereafter there will be no such delinquencies. Shortcomings in school officers, however, may now be excused in consideration of their want of experience in the exact and detailed methods of the public school system. Newly enlisted troops cannot be expected to move through the evolutions of the drill like old soldiers. Their work, as a whole, has been so admirably done, that I feel disposed only to commend their diligence, and to express the confident hope that the number of delinquents, small even now, will be smaller in future. Some of our officers are men of distinguished ability, and most of them are not only men of the highest character and standing in their respective regions of country, but in the discharge of these duties, they are animated by the noblest motives of humanity and patriotism.

SCHOOL FUNDS.

The Legislature, no doubt correctly, interpreted the Constitution as requiring a capitation tax, and a property tax of at least one mill on the dollar, for the support of schools, to be laid from the first creation of the system. Whatever doubt, however, might be felt as to the interpretation of the constitutional

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requirement, one can scarcely doubt as to the practical wisdom of the action of that body when it is studied in the light of the facts and figures presented in this report.

Before schools could be opened, it was necessary that some estimate should be made of the amount likely to be realized from the tax ordered by the Legislature, but not likely to be collected for months to come. Here we encountered our first difficulty, and one which annoyed us the whole year. Could the officers have known in advance the exact amount of money they were to receive from the State funds, or, better still, could the distributive share of each district have been placed to its credit on the county treasurer's books before the schools were opened, a world of trouble would have been saved. In the then existing condition of public affairs this was of course impossible. But the uncertainty of our school revenue, as to both time and amount, embarrassed the officers in determining what should be the number and location of schools, and the pay of teachers; and they could not justly have been complained of, if they had concluded to wait for more definite information before opening a single school. But it was soon evident that neither officers nor people intended to be balked by the difficulties of the situation.

Perceiving this spirit, I addressed a circular to county superintendents, under date October 1, 1870, in which they were advised in regard to State funds as follows:

"The question as to how much school-money will be available during the current year, and at what time, is of course one of prime importance. In the opinion of the best financial authorities, the tax ordered by the Legislature may reach half a million of dollars; but it is manifestly prudent for officers, in determining the number of schools to be opened in the beginning, to keep so far within the estimate as to run no risk of failure to meet all obligations. Until the taxes come into the treasury, and the census returns are all made to this office, no authoritative apportionment of money can be made. It is not likely that any money will be divided before December. Meanwhile you can only proceed upon faith, promising teachers their money as soon as it is received from the State. I think

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it would not be wise actually to open schools on an anticipated basis of more than $350,000 of State money. It is easy to add more schools when it is certain that there will be more money.

"If the people are ready for it, let the counties double the school funds by county votes, and there will then be but few neighborhoods without schools. This may conveniently be done in connection with the November elections; or, if the time has not come for that, let the people multiply schools by private subscription. In each county and district the temper of the people and circumstances generally must be considered, and conclusions arrived at accordingly."

The officers received no further advice with regard to the amount of State funds until February. By this time the Auditor of Public Accounts authorized the announcement that the State school tax would probably exceed his first estimate by $50,000. He, however, soon discovered that a clerical error had been made in the calculations, and that his first estimate of $500,000 was fully as large as the prospects would justify.

At the close of the scholastic year, August 31st, the amount that had been apportioned among the counties for paying teachers was $345,517, and the total amount of the school tax of 1870 which had been placed to the credit of the Board of Education, was $362,000; but the Auditor still thought that the unpaid taxes of 1870 would finally bring up the aggregate to something near the half million.

Even when informed as to the largest expectations, officers were cautioned to run no risks in making contracts. Some, however, went a little too far, and on winding up the year's business found a balance still due to teachers, which will not be fully satisfied by the funds for the year. In other counties, however, there will be unexpended balances, which will exceed in total amount the liabilities of such as will be deficient. These unexpended balances must of course be returned to the State treasury for redistribution, and the liabilities to teachers should be satisfied from the funds of 1871 apportioned to those counties where such liabilities exist.

But as the Board of Education does not feel at liberty to authorize the money of the new year to be used for the discharge of the unsatisfied liabilities of the old, it is hoped that the Le-

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gislature will confer the requisite authority. This overlapping of the business of different years cannot be countenanced as a rule; but there will be little danger of its occurrence after the amount of school revenue is ascertained in advance.

Whilst in some counties the State funds apportioned were not all employed, in others they proved insufficient to meet the wants of the people, and were supplemented from three sources; namely, individual subscriptions, county taxation, and the Peabody Fund, as will be shown particularly in the sequel.

Tangible evidence will thus be presented of the zeal and determination of the people to supply themselves with schools by means of the State system. The county superintendents were generally required to sub-apportion the school funds among the districts also on the basis of school population. In a few cases some departure was allowed from this rule for peculiar reasons, but notice was given that after the first year no exceptions would be allowed.

DISTRICT AFFAIRS.

Practical instruction for conducting that part of the school business which belonged particularly to districts, were given in circulars published in the October and November numbers of the *Educational Journal.* The following quotations embody the substance of these instructions.

"Questions as to number and location of schools and schoolhouses will be among the first to embarrass the officers. Here there should be a spirit of conciliation among all concerned. The first general idea to be impressed upon the minds of trustees is, that they should settle upon a comprehensive plan for the whole district, having reference to the future as well as the present. Especially should this be done before acquiring real estate, or making any permanent arrangements. Let all remember that the schools will be multiplied gradually until the whole ground is covered.

"It is to be hoped that the existing schoolhouses may be obtained at little or no public cost, and that in many cases private schools may be changed into public schools. This, in-

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deed, is the most pleasant way to introduce the system when it can be done.

"Where the necessary means are raised from private sources, nothing more is needed than to employ the teacher and open the schools, making sure however of an average daily attendance of not less than twenty pupils in each school of one teacher.

"If, however, the necessary means be not provided otherwise, they must be raised by taxation, if at all. If matters are not ripe for action by the November elections, then confer with the county superintendent as to the best time, and make and publish an order for a district vote whenever you are prepared to name the day.

"As soon as possible each Board should carefully prepare an estimate of what money should be raised by taxation, remembering that the constitution and law provide that any tax on property for school purposes, raised by districts, shall not exceed five mills on a dollar in any one year.

"Be careful in making up your estimate to include everything. The following list embraces all that will be required:

"1. School houses,
2. School furniture,
3. School expenses,
4. School books for indigent children,
5. Record books and stationery for the Board of Trustees,
6. Pay of district clerks,
7. Expenses of special elections.

"The cost of school houses will vary even in cases in which they must be built. Whether built, or rented, or donated, allowance must be made for suitable repairs and for such outside appliances as may be needed to comply with the law in every particular.

"Under the head of school furniture must be included comfortable seats and desks for pupils, with a table and chair for teacher, and a few extra seats for trustees and others who visit the schools. A platform for teacher and visitors, raised a few inches above the floor, is desirable. Bucket and ladle, brooms and brushes, will be provided of course. Blackboards, wall maps, charts, and other valuable helps to instruction,

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should be furnished when practicable. In building new houses, the walls all around should be prepared as blackboards.

"Current expenses, besides those named, consist chiefly in the purchase of fuel, making fires, cleaning the school house, and attending to the premises generally; besides which, the district will be expected to provide school registers, in which teachers are to keep the roll of scholars, record of attendance and other things, as will be more particularly described hereafter.

"An estimate should be made of the number of children who cannot find their own books by reason of the poverty of their parents, and of the cost of necessary books for them, and the proper amount should be included in the general estimate.

The total amount which was raised during the year for district purposes can be stated only approximately, because of the various and irregular means by which the school accommodations and appliances were obtained. The money which passed through the hands of the district officers for these purposes, gives no adequate notion of what was actually done. School houses were often obtained free of charge, and a variety of services rendered, of which no account was taken. The accommodations furnished in most cases were by no means satisfactory, but were as good as could have been expected the first year. Suitable buildings and improved furniture and apparatus are very much needed, and are indispensable for proper and highly successful instruction; but these can only be supplied gradually. The people however will not rest until the school house becomes the delight of the children and the pride of the community.

A vote was taken in May in the school districts as to raising funds by taxation for district purposes, and resulted favorably all over the State, with few exceptions.

COUNTY VOTES.

In connection with the township elections in May, and in addition to the question of district taxation, the sense of the voters was taken according to law in every county of the State, except Warwick, as to whether the *counties* should raise addi-

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tional sums by taxation for paying teachers, and, in some counties, for adding to the pay of the county superintendents; the proceeds to be used during the year 1871–'2. The sums or rates of taxation proposed varied, but in no case exceeded the amount expected from the State funds. These questions were carried in 73 counties, and lost in 25. No school elections were held in the cities.

According to the census of 1870, the aggregate population of the counties in which the vote was carried and lost respectively was 841,584 and 238,105.

The tax failed to carry in some counties, because additional money was not needed for schools, in others because of misapprehensions, and in others because of certain extraordinary local burdens then pressing upon the people. In very few counties did the defeat of the proposed tax arise from opposition to public free schools. It is pleasant to observe that the counties in which the tax was not carried lie in different parts of the State.

THE SCHOOLS.

The school is the objective point of the whole operation. Here is determined what shall be the value received for the great expenditure. If the schools are poor, the system is a monstrous waste of public funds. But good schools cannot be made at once. The scaffolding and frame work of a building must precede the interior finish.

Our work for the first year was in framing the building, but had there been more leisure for interior work the results would not have been very apparent so soon. The schools had to be set a-going with such materials as were found existing. These materials were carefully culled, but it was impossible always to find such as should have been used. The sudden multiplication of schools beyond anything ever before known in the State, created a demand for good teachers beyond the supply. Hence, in order to obtain the requisite number, the county superintendents in most of the counties were compelled to lower the standard of qualification. Consequently there were teachers employed of various grades of ability, and the schools were of various degrees of excellence.

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On the whole, though not entirely satisfactory, the schools were fair, always equal and often superior to those which had previously existed in the same localities, and better, it may be added, than could have been expected for an average pay to teachers of thirty dollars a month.

The female teachers employed, are represented by nearly all the county superintendents as equal, and by some as superior to males, for elementary instruction. Many of our teachers were of excellent ability in most respects. The reverses which have befallen so many of our most cultivated people were incidentally converted into blessings to the children of the State, by furnishing a large number of accomplished teachers. Besides these, a large proportion of the best private teachers of primary schools passed into the public schools. Had these enjoyed opportunities for professional study, they could scarcely have been equaled anywhere. But no amount of general culture, however thorough, can supply the want of special training in the theory and practice of teaching.

Moreover, the quality of schools is always much affected by the condition of the school-houses, furniture and apparatus. Being so miserably deficient in these respects, our schools could not generally have given satisfaction under any kind of teachers. It is hoped that in all respects, there will be a constant advance. If this should not be the case, the fault will lie in the administration of the system. If the Legislature will allow us to use a small proportion of the school funds for the training of teachers, the school officers shall be held responsible for the rest. This, the most important of the practical points, will receive a special treatment in another part of this report.

The introduction of graded schools will contribute greatly to advance the interests of education. A study of the plan of these schools will afford sufficient evidence to any one, of their superiority over those which are ungraded. It is only under a general State system that this method of organizing schools is practicable. The economy of the plan is also one of its recommendations. A considerable number of such schools were carried on during the past year, and the number will constantly increase.

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The plan is not applicable to sparsely settled regions, but it is practicable in many of our thickly settled country neighborhoods. And the fundamental idea of the graded school will gradually be applied to classification in schools of one teacher. The agent of the Peabody Education Fund renders aid only to graded schools.

Teachers' Institutes were held during the year in several counties, and gave much satisfaction. This is an agency of great value, and will be specially considered in connection with the subject of training teachers.

The difference in the relative number of white and colored schools was accidental. I have not been able to discover any disposition on the part of school officers to discriminate against the colored people in their school arrangements. The officers were instructed to be careful to avoid everything that would even present the appearance of unfairness; and I believe that they have endeavored faithfully and impartially to execute the law.

In those districts where there was no public money available for the supply of the necessary accommodations, schools opened by private contributions might be expected to give a practical advantage to the whites, who were possessed of greater means: but even under those circumstances, the white people often voluntarily contributed enough to open a proportional number of schools for the colored. This may not have been the case always, and it is possible that in some cases less zeal was manifested for the education of this class of our population than for the education of the whites. Who could be surprised if exceptional cases of this sort were discovered?

But the chief reason, undoubtedly, for the disparity in the number of schools, was the difficulty, and often impossibility, of procuring qualified teachers for the colored schools. This difficulty will soon be overcome. Juster views concerning the honorable character of the work of educating the colored people are becoming more prevalent every day. Many of the teachers of colored schools during the past year were persons of the highest social standing.

The minimum average attendance of twenty pupils required by the Board of Education in order to form a lawful school,

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insured the location of schools where the greatest number would receive the benefit of them; and in most of the counties the required average was not too high. Special arrangements were made for the regions which were too sparsely settled to afford so high a number.

The regulations of the Board with regard to the introduction into our public schools of higher branches of study than those named in the law, seem to have operated well in protecting the interests of primary education, whilst affording all practicable facilities to such pupils as wished to advance further in their studies.

The action of the Board in presenting to the schools two series of text-books on Reading, Arithmetic, Grammar and Geography, leaving the local authorities in the several counties to make choice between them, caused an active canvass of the State by agents of the competing publishers. Only one series of writing books was adopted, and one History of the United States.

By means of the competition among publishers, the Board of Education secured a reduction of about 40 per cent. in the price of primary school books all over the State, which will occasion immense saving in the incidental expenses of education. The list of books and other articles prescribed will be found, with other official matters, in the Appendix.

PUBLIC SCHOOLS IN NORFOLK, PETERSBURG AND RICHMOND.

The schools in our three principal cities are worthy of special notice. They were established in advance of the State system, although now incorporated with it. Norfolk led off in the good work.

Public free schools were established in Norfolk in the year 1850 by ordinance of the city council. The city was laid off into four districts, and a school commissioner was appointed for each. Soon after, a superintendent of schools was appointed by the board of school commissioners. For the support of the schools a tax of four dollars was levied on every white male inhabitant over the age of twenty-one. By the year 1858 an excellent new school house with four rooms, each room capable of containing fifty pupils, had been erected in each of

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the four school districts. All the schools in one building were placed under the supervision of one of the teachers, who was styled Rector.

There were colored schools in Norfolk in 1870, under the management of white and colored commissioners, two of each, and a colored superintendent. But in 1871 the councils passed an ordinance that in each ward of the city there should be one colored public school, which should be under the same superintendent and commissioners as the white schools.

During the past year there were 16 teachers, and 865 pupils, white and colored, and the sum of $11,472 76 was expended on the schools by the city, and $1,000 was paid by Dr. Sears. The school houses are in excellent condition, and the instruction given in the schools is very thorough. The superintendent was lately sent by the School Board to visit the schools of other cities and States. The people are awake to their interests, and great improvement in the schools is looked for. W. W. Lamb, Esq., the well known ex-Mayor of the city, is the superintendent.

Petersburg came next. Some free schools had been opened in this city, as in Norfolk, previous to the war. But its general system of public free schools was founded in 1868. On the 24th day of February, in that year, Rev. Barnas Sears, D. D., the agent for the trustees of the Peabody Education Fund, visited this city for the purpose of conferring with the city authorities on the subject of general education. The Common Council convened, and Dr. Sears made an address on the subject, at the close of which he tendered to the city the sum of $2,000 from the Peabody Fund, on condition that the city should raise about $20,000, and establish a system of public schools for all classes, white and colored, rich and poor.

No action was taken on this proposition until May 1, 1868, when a committee was appointed by the Common Council to prepare a plan for general education. This committee made its report on the first day of June. This report was ordered to be published in the city papers and made the special order for an adjourned meeting of the council on the 16th day of June, when after a full discussion of the subject the report was unanimously adopted. On the 22d of the same month the council

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met and appointed nine gentlemen as members of the Board of Education. The first meeting of this Board was held June 24th. The very next day the Board entered upon active duty. The President was sent to visit some of the Northern cities for the purpose of enquiring into their public school systems, and to arrange for the purchase of text-books and school furniture. Arrangements for a first supply of books, gratis, and a liberal deduction for subsequent orders, were made with several New York publishers. Second hand school desks and seats, nearly as good as new, sufficient for the accommodation of two hundred pupils, were purchased of the city of Boston at one-third their original cost, and in addition five good desks and tables for teachers were presented to the schools. The schools were opened in the fall with about 1,500 pupils.

The report of the second year shows an enrollment of 2,661 pupils. In addition to the money furnished by Dr. Sears, $1,200 was contributed through the Rev. R. M. Manly, of Richmond, at that time the worthy superintendent of education of the Freedmen's Bureau. An excellent new school building was erected and dedicated with formal ceremonies November 5th, 1869. The character of the large audience assembled on that occasion, and the manner in which the exercises were conducted, showed that the heart of the city was enlisted in behalf of the enterprise. Besides prayers and singing, several addresses were made. One of the speakers opened his address with these significant words:

"We have not met to dedicate a free school, but a school that costs, a school for which every parent is obliged to contribute and pay his part. We do not to-day dedicate an intellectual poorhouse, to which indigent children shall come trembling, under the inevitable humiliation of poverty confessed and exposed, to receive a dole of the coarsest and cheapest rations that can sustain mental life; but we dedicate a banquet hall, and spread a feast, to which all the young people of the city may come joyfully, not as guests, but as members of the family, not as beggars receiving alms, but as children, rightful partakers of their Father's bounty. Here and now we set out only the first course, consisting of food for the mind, plain and substantial, wholesome and good—aye, the best of its kind,

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well prepared, and served with love and patience. But we hope and purpose, before the feast is ended, to have the tables spread with viands, rich and rare, luscious and tempting, nourishing and invigorating, with food and drink, whereof the banqueters may partake perpetually without fear of gluttony or drunkenness."

The last annual report of the Petersburg school was made to this office, and shows an enrollment of 2,760 pupils. From the first, the public schools of Petersburg showed the effect of being under the management of an intelligent and active School Board, and they have constantly progressed in excellence.

On the 23d of May, S. H. Owens, Esq., was appointed city superintendent of schools by our Board of Education, the City Council having previously taken the necessary action to bring the city system under State authority. The best educational results are anticipated for the schools of Petersburg, if all parties can continue as they began, to work together in harmony.

In the city of Richmond the present plan of public education was inaugurated in April, 1869, by the petition of a large number of citizens, without distinction of party, to the city council, to establish a system of public schools. The petition was referred to a committee of the council, on whose recommendation a school ordinance was adopted, and a board of education, consisting of five members, was appointed. An appropriation of $15,000 was also made; but as this amount was entirely inadequate for the purpose, additional aid was furnished by northern educational societies, the Freedmen's Bureau, and Dr. Sears, the agent of the Peabody Fund, to an amount equal to the appropriation of the council. With the money thus furnished, fifty-two schools, with an enrollment of 2,400 scholars, were opened and continued during the session of 1869–'70, under the superintendence of A. Washburne, Esq. At the close of the session of 1869–'70, the city took entire control of the schools for both white and colored children. J. H. Binford, Esq., was elected superintendent of schools, a new board consisting of ten members, was appointed, and the council appropriated $42,625 for the current expenses of the next scholastic year. In addition to the amount necessary for current

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expenses, an appropriation of $100,000 in 8 per cent. educational bonds was made for the erection of suitable school buildings. The growth and prosperity of the schools, for the year 1870–'71, were very marked. They advanced rapidly in the confidence and esteem of the people, and were regarded as worthy of the fostering care and protection of our best citizens. The number of schools was seventy-three, with an average enrollment of 3,300. The cost of tuition, per scholar, was $13 58. The percentage of attendance was never below 86 per cent., and sometimes reached 97 per cent.

In April, the schools of the city were made a part of the State system. The School Board was reorganized, and now consists of nine members. The mayor of the city is, *ex officio*, President of the Board.

The Davis Mansion has been purchased by the School Board, and fitted up with the most approved school furniture and apparatus. Three new buildings are in process of erection, and will be ready for use in a short time. The Board has wisely adopted the plan of grouping the schools in buildings accommodating 600 pupils, as experience has demonstrated that schools, when grouped, can be better classified and graded. Each group of schools has a male principal, with as many female teachers as may be necessary.

The schools are divided into Primary and Grammar, six grades of Primary and four of Grammar, with an advanced Grammar or High School grade: thus affording an opportunity to the citizens of giving their children an education equal to that of the best private schools. It is the design of the Board to erect a suitable building for a high school, and furnish it with a complete set of apparatus.

German will hereafter be taught in the Grammar schools. The progressive public spirit of the Board is shown by the fact that, every year, it sends the Superintendent to visit other cities for the purpose of gathering information in reference to advanced methods of instruction and discipline. The wisdom of this action has been shown by the more thorough organization of the schools and their increased efficiency. To ensure uniformity of instruction, and to afford the teachers an opportunity of conferring with each other on the best methods of im-

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parting instruction and of governing schools, the Superintendent holds weekly teachers' meetings. During the past year several distinguished Superintendents of northern cities attended these meetings, and imparted much valuable information. These gentlemen expressed their gratification at the life, earnestness and activity exhibited by both teachers and scholars. Oral instruction is very general, and the effort is to abandon the memorizing of words as found in the text-books, and cause the children to study subjects. The school authorities think that the best way to accomplish this is by competent oral instruction. Vocal gymnastics and calisthenics are used both as a healthy exercise, and as a means of rendering school attractive. On every Saturday the teachers receive instruction in calisthenics from a lady who has been regularly trained in that department.

Every effort is made by all connected with these schools to make them the pride and glory of the city and State; and if they continue to progress in the future as they have done in the past, the time is not far distant when the public schools of Richmond will be unsurpassed anywhere.

STATISTICS OF SCHOOL ATTENDANCE.

The reports sent to this office through our regular channels give for the year 1870–'71, the following figures:

Total number pupils enrolled in public schools in 93 counties, (including cities,) - - - - - - - - -	125,389
Estimated number for 6 counties, not yet reported, - - -	5,080
Total enrolled in public schools, - - - - -	130,469
Number attending private schools in 94 counties, - - -	26,103
Estimated number in 5 counties, not reported, - - - -	1,269
Total number pupils attending schools of all grades, - - -	157,841

When the census of school population was taken in 1870 by our district officers, an attempt was made to collect the statistics of the private schools at the same time; but the returns made were imperfect, and from 13 counties and cities we received no report.

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Number of pupils reported for 89 counties in private schools for 1870, was	42,444
Estimated number for 10 counties and the three principal cities, -	8,331
Total, - - - -	50,775

There were public schools that year in the three principal cities, and hence the actual number attending school in the whole State was probably greater than that stated in the estimate.

Wishing to test our figures, I made application at the United States census office in Washington for the statistics of school attendance in Virginia for the year 1870, as collected by the United States officers, and was kindly furnished with the following statement in advance of publication by Mr. G. D. Harrington, acting superintendent of the census office. It will be observed that this statement not only disagrees with the statement as made up from our sources of information, but is inconsistent with itself. The explanation of the inconsistency in the exhibits in the census department will probably be found in the fact that the numbers shown by the population returns were gathered from the heads of families, while schedule V. was obtained as far as practicable from the officers of colleges, schools and academies. The same inconsistency will be observed in the corresponding statistics from the census report of 1850.

SUMMARIES FROM U. S. CENSUS.

Number of persons attending school in the State of Virginia, as shown by the population returns, census of 1870, - - -			70,871
Of which	59,792	are white,	
	11,048	colored,	
	31	Indians.	
Schedule V. gives as attending school a total of - -			58,974
Of which	5,998	are in colleges and academies,	
	700	" professional schools,	
	8,700	" public schools,	
	43,576	" private schools.	

We append also statistics for the year 1860. As West Virginia was at that time a part of Virginia, and as the educational statistics are not given by counties in the census reports, we have had to assume that the ratio of the whole population to

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the number of persons attending school was the same in Virginia as in West Virginia. Under this assumption, we have—

Number pupils in colleges, public schools, academies and other schools, in 1860,	67,024
Number attending school as returned by families,	102,330

The educational statistics for 1850 having been given by counties, we can give the totals with more accuracy:

Number pupils in colleges, public schools, academies and other schools, in 1850,	51,808
Number attending school as returned by families,	71,563

In the Appendix will be found a table giving the school attendance in the State of Virginia for the year 1850, by counties. Of course it will be remembered that in 1850 and 1860 the attendance was only of the white population.

Below will be found a statement of the per cent. of school attendance at the different dates and according to the different exhibits given above. It may be assumed that in the years 1850 and 1860, the school attendance was entirely from the white population. In 1870, from 8,000 to 12,000 of those attending school were from the colored population, and in 1870–'71 there were 39,000 colored pupils in the schools.

Total number attending schools, public and private, in 1871,		157,841
Per cent. of attendance on the population,		13.00
According to reports of the school officers, the number attending schools in 1870,		50,775
Per cent. of attendance on the whole population,		4.15
Per cent. of attendance on white population,		7.13
According to the U. S. census report, the number of pupils in colleges, public schools, academies and other schools, in 1870, was		58,974
Per cent. of attendance on white population,		8.28
Per cent. of attendance on whole population,		4.81
The number attending schools in 1870, reported by families—		
	Whites,	59,792
	Colored,	11,079
	Total,	70,871
Per cent. of white attendance,		8.39
Per cent. of colored attendance,		2.16
Per cent. of white and colored,		5.78
The number of pupils in colleges, schools and academies in 1860, was		67,024
Per cent. of attendance on white population,		9.69

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Per cent. of attendance on whole population,	5.50
Number attending schools as reported by families in 1860, was	102,330
Per cent. of attendance on white population,	14.79
Per cent. of attendance on whole population,	8.39
Number in colleges, schools and academies in 1850,	51,808
Per cent. of attendance on white population,	8.41
Per cent. of attendance on whole population,	4.63
Number attending school as returned by families,	71,563
Per cent. of attendance on white population,	11 61
Per cent. of attendance on whole population,	6.40

ILLITERACY.

Number whites over 21 who cannot write, in 1870,	67,997
Number colored do. do. do.	207,595
Total,	275,592
Per cent. of illiteracy on population,	22.5
Estimated number whites over 20 who cannot read and write, in 1860,	48,915
Estimated number colored do. do. do.	208,000
Total.	256,915
Per cent. of whole population,	21
Number whites over 20 who cannot read and write, in 1850,	51,706
Estimated number colored over 20 who cannot read and write,	200,000
Total,	251,706
Per cent. of whole population who cannot read and write,	22.5

It will be observed that for twenty years previous to the war there was some gaining on the illiteracy in the State, but the decade from 1860 to 1870 shows a fearful reverse in our educational movement. The havoc made among the schools by the war can never be fully ascertained, nor can its evil effects be measured. The census of 1880 will discover far more of the evil than has yet appeared in statistical form, because it was only a greatly diminished number of the generation which was growing up between the years 1860 and 1870 that received any education whatever. If five years after the war there were only 59,792 white children and 11,048 colored children attending school, how extremely small must have been the number about the middle of the decade! There had been, no doubt, when the census of 1870 was taken, some revival in our educational interests, and this would have gone on slowly increasing;

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but what a vast and sudden change for the better has been made by the introduction of the State system of public free education! Now, for one moment imagine that the State would withdraw its fostering hand, and into what a chaos of blackness and darkness our educational interests would once more be hurled! The result of such action would certainly be the indefinite postponement of every hope of public advancement.

While in 1869 there were registered 269,884 voters, of which 149,781 were white and 120,103 were colored, probably the majority were unable to read the ballot they cast. The real illiteracy of a country is much greater than is indicated by the census, because those who take the census have to depend on the statements of the people as to their own intelligence. And it is a fact well known to every one, that many persons claim the ability to read, who have made so little progress in the art that they do not deserve to be removed from the ranks of the illiterate. Horace Mann, who probably investigated this matter of illiteracy more fully than any one else that ever lived in the United States, came to the conclusion that about 30 per cent. of those classed in the census as being able to read and write, ought in reality to be placed among the illiterate; and this conclusion, announced 30 years ago, and frequently canvassed from that time to this, has been generally accepted as correct. Now, let this 30 per cent. be taken off from the number of the educated as stated in the census, and added to the other list, and how sad will our real condition appear in Virginia! Could any bond of sympathy be made to unite the entire body of illiteracy, it could govern the State as it might please. Now, if the means of primary education were withdrawn from the State, except such as people might volunteer to provide for themselves, the result would inevitably be a constant gain of illiteracy in proportion to the population, unless by some providential interference this tendency should be reversed.

COST OF THE SCHOOLS.

The aggregate cost of teaching the public schools of the State was about $450,000. This amount includes payment of teachers from all sources, public and private, but does not in-

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clude the cost of school accommodations and other district expenses.

Should the Auditor's estimate of the amount likely to be yielded for school purposes by the tax of 1870 be realized, which however is doubtful, then we have a close correspondence between the amount of money provided by the State and the actual cost of the schools, or rather that part of the cost which the State funds were intended to defray. But this correspondence between the funds and the expenses did not exist in detail, there being a surplus of State money in some counties and a deficiency in others. This deficiency in some counties explains the necessity for supplementing the State funds in those counties: but inasmuch as the amounts needed in these counties about equaled the unexpended balances in other counties, the total of expenditure for tuition remains about the same.

WHAT WOULD BE THE COST OF A FULL SUPPLY OF SCHOOLS FOR THE STATE?

I propose answering this question simply on the basis of the figures furnished by the reports of our school officers. The question as to the policy of expending more than these estimates call for, is postponed for future consideration. The officers report that in their districts there might be maintained about 1,300 schools, in addition to those that were established last year, with an average of twenty pupils to each school, and 580 more with fifteen pupils each, making a total of 1,880 schools yet wanted. These, with the schools already established, give a total of about 4,800 as the number needed for the whole State.

Assuming $30 per month as the average pay of teachers, and five months as the length of the school term, each school would cost for tuition $150 per term, which would give us $720,000 as the total cost of tuition for the State. Should an average of twenty be required to constitute a lawful school, the number of schools required would be reduced to about 4,220, and the cost of tuition to $633,000. The total cost of administering the system, if fully extended, would be somewhat increased, but not materially. We have all the machinery necessary for

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the full operation of the system, and as with machines generally, the more fully it is employed the better it will work.

The cost of school houses, apparatus, and other district incidentals, is capable of such endless variations that an estimate can scarcely be made beforehand. The amount reported for last year may be taken as the minimum. By adding together the expenses of the central office, the pay of county superintendents, the pay of teachers, and the district expenses, an approximate estimate may be reached of the entire public expense, general and local, of universal education in Virginia on the present system.

Should the additional schools be as well attended as those in operation during the past year, there would then be in the State a total enrollment of 215,000, and an average daily attendance of 122,000 pupils. The average attendance may be expected to increase from year to year until it reaches between 75 and 85 per cent. of the number enrolled in the State at large, and 90 per cent. in the towns. The number of enrolled pupils would then constitute more than one-sixth of the whole population. By this means the population of the State, both white and colored, would rapidly stride into the front rank of general intelligence.

The applicability of the public school system even to our sparsely populated State has already been demonstrated, as well as its comparative economy. But as population thickens, the relative cost will be constantly diminished. When the number of children in the districts is doubled, the cost of educating the whole will be but little more than the cost of educating the present number; whilst the burden of the system will become lighter in proportion to the increase of male citizens and taxable property. With us it is emphatically the first step that costs.

PRIVATE SCHOOLS.

A beginning has been made in this report toward furnishing a complete set of educational statistics for the State. It is interesting and important for all concerned, and especially for the Legislature, to be regularly supplied with detailed informa-

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tion as to the means and progress of education in the State in every department. There need be no want of harmony among the different systems of education in the State, certainly not between the public free school system and others, because there is no diversity of interest. The number of private teachers even of primary schools who have been benefited by the public system, has been much greater than the number injured. In fact, very many of these teachers have gladly accepted positions in the public schools, and found their prospects improved by so doing. The high schools and colleges will in a few years be greatly benefited by the spread of elementary education. Some of the larger towns and cities will probably extend their grades into the higher branches, but there is no expectation that the State will any time soon provide means for carrying education much farther than is indicated in the present law.

Should counties or districts, as well as cities, be disposed to establish schools of higher grade at their own expense, they should certainly be allowed to do so: but there will not be much of this done very soon. There is work enough needed on the underpinning of the educational edifice to occupy the present generation. But there is no special occasion for such remarks. So far as can be seen, nothing could be more harmonious than the relations now subsisting between the public schools and others of every grade. Many of the ablest and warmest friends of public free education are to be found in our universities, colleges and high schools. And the Educational Association of Virginia, which is composed of the flower of Virginia mind and culture, has treated the whole subject with the utmost respect, if not cordiality.

THE LITERARY FUND.

Our present Constitution, in Article VIII, sections 7 and 8, sets apart the present literary funds of the State as a permanent and perpetual Literary Fund, and requires the General Assembly to apply the annual interest thereon to the support of public free schools. In the second section of the same article the Board of Education is created, and made the fiduciary of all school funds.

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In accordance with the Constitution, the General Assembly, by the statute of July 11, 1870, recognized the Board of Education as the successor of the former Board of the Literary Fund. By an ordinance of the Convention of the State, passed the 26th of June, 1861, the revenues of the Literary Fund were appropriated to the military defence of the State. The amount actually paid to the State under the ordinance was $216,000. In 1861 this fund amounted to $1,877,329.37. It was invested chiefly in Virginia bank and State stocks. About $300,000 of the bank stocks are not now regarded as possessing any value. The principal of the solvent securities amounts to $1,596,069.05, with interest from July 1, 1865. Of this, all except $52,400 consists of securities of the State of Virginia. In obedience to an order of the Board of Education, the Second Auditor was instructed to fund two-thirds of these securities, according to the provisions of the Funding Bill. A detailed account of the origin and condition of the Literary Fund, prepared by the Second Auditor, will be found in the Appendix.

GEORGE PEABODY AND HIS GREAT DONATION TO THE CAUSE OF SOUTHERN EDUCATION.

Mr. Peabody was a Massachusetts man, who spent some thirty of the last years of his life in London, and there, by his able financiering, accumulated a vast fortune. He had a mind of singular breadth, clearness and honesty, and a heart overflowing with every generous and charitable feeling. Ere the close of his long life, he donated a large proportion of his vast means for charitable and educational purposes. Being a great admirer of General R. E. Lee, he made Washington College, as it then was, a sharer of his bounty. But the grand act of his life was the donation of more than two millions of dollars in aid of Southern education. In giving substantial expression to his sympathy with the Southern people, he could not possibly have given a wiser direction to his benefaction. He was equally happy in his plan for applying his donation, and in his selection of Trustees. His first gift was a million of dollars, besides a large amount of securities not then available, but which he believed to be good. The funds were committed to Trustees

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selected from various parts of the United States. Among them was the Hon. Wm. C. Rives, of Virginia, whose place, made vacant by the sad event of his death, is now occupied by the Hon. A. H. H. Stuart.

Mr. Peabody's letter announcing the endowment and creating the Trust bears date "Washington, February 7, 1867." That memorable and noble letter, after referring to "the educational needs of those portions of our beloved and common country which have suffered from the destructive ravages, and not less disastrous consequences of civil war," contained a passage which furnishes the key-note of his whole design. This design was to inaugurate in the United States a gigantic movement, by which the disasters of the South might be repaired from the overflowing abundance of the North. His example has been followed by several liberal gentlemen. The passage referred to is in these words:—

"I feel most deeply, therefore, that it is the duty and privilege of the more favored and wealthy portions of our nation to assist those who are less fortunate; and with the wish to discharge, so far as I am able, my own responsibility in this matter, as well as to gratify my desire to aid those to whom I am bound by so many ties of attachment and regard, I give to you, gentlemen, most of whom have been my personal and especial friends, the sum of one million of dollars, to be by you and your successors held in trust, and the income thereof used and applied in your discretion for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and South-western States of our Union; my purpose being, that the benefits intended shall be distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them."

Mr. Peabody was present at the first two meetings of the Board of Trustees, and after several days of conference their plans were settled, and embodied in the following resolutions, which were unanimously adopted on the 19th of March, 1867:

1. Resolved, That for the present the promotion of primary, or common school education, by such means or agencies as now exist, or may need to be created, be the leading object of the Board in the use of the fund placed at its disposal.

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2. Resolved, That in aid of the above general design, and as promotive of the same, the Board will have in view the furtherance of Normal School Education for the preparation of teachers, as well by the endowment of scholarships in existing Southern institutions as by the establishing of normal schools, and the aiding of such normal schools as may now be in operation in the Southern and South-western States; including such measures as may be feasible, and as experience shall dictate to be expedient, for the promotion of education in the application of science to the industrial pursuits of human life.

3. Resolved, That a General Agent, of the highest qualifications, be appointed by the Board, to whom shall be entrusted, under an Executive Committee, the whole charge of carrying out the designs of Mr. Peabody in his great gift, under such resolutions and instructions as the Board shall from time to time adopt.

Under this last resolution the Rev. Barnas Sears, D. D., then President of Brown University, Rhode Island, was unanimously appointed the General Agent of the Board; and his letter accepting the appointment bears date the 30th of the same month. With that acceptance, the practical work may be considered as having commenced.

In July, 1869, Mr. Peabody added to his donation a second million in cash, and a large additional amount in deferred securities, such as those which had accompanied his first grant. In his letter to the Trustees on this occasion, he expressed entire approval of the manner in which his first donation had been administered, and in his humility, which must have been as great as his kindness, he thus expresses his gratification at the manner in which his benefaction had been received:—

"And I beg to take this opportunity of thanking, with all my heart, the people of the South themselves for the cordial spirit with which they have received the Trust, and for the energetic efforts which they have made, in coöperation with yourselves and Dr. Sears, for carrying out the plans which have been proposed and matured for the diffusion of the blessings of education in their respective States."

Mr. Peabody met the Trustees at Newport, R. I., on the occasion of his second donation, and soon after came to the Virginia springs to spend what proved to be the last summer of his life. He and General Lee met for the first time at the White Sulphur, and their kindred souls were instantly united in the warmest friendship. The general impression which Mr.

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Peabody made at the White Sulphur is thus graphically described by Dr. Sears, who was with him:—

"What was observable here, and witnessed daily for six weeks, was the deep impression which he made upon all who were introduced to him, including distinguished gentlemen and ladies from every Southern State. That peculiar look of his, all radiant with goodness; that benignant smile; those few and well-chosen words that always came from the heart, and went directly to the heart, made every sympathizing visitor—and all were such—feel that more character was here revealed in a few moments than they had ever witnessed, in like circumstances, before. Many of them said to me afterwards that they prized the precious moments of those brief interviews more highly than any other of their lives. The tone of his conversation was so elevated, and yet so frank, simple, and cordial, that the wondering stranger, venturing into his presence with hesitancy, and often with timidity, withdrew with the warm affection of a personal friend. What attacted the attention, and struck the minds of all, was the deep-seated and strong love which he bore to all mankind. For humanity, in its sufferings, he cherished in an extraordinary degree the feelings of a brother,—feelings that could express themselves in nothing short of stupendous deeds of charity. This all Southern men felt when he crossed the boundary line, now happily obliterated, between the North and the South, carrying with him all the kindness and good-will of which his great heart was capable, and sojourned among them as a friend; and in all that time never uttering a single word that a sensible man from any part of the country would regret to hear."

Mr. Peabody died in London on the 4th of November; and his remains, after reposing for a time in Westminster Abbey, have been entombed, agreeably to his own desire, in the cemetery of his native town in Massachusetts.

Probably no man who had lived so private a life ever received such funeral honors as were bestowed upon him by the Governments and people of Great Britain and the United States.

Grateful as our Southern people now feel for his princely

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generosity to us, the whole value and bearing of the great benefaction can be fully comprehended only by the generation to come.

THE ADMINISTRATION OF THE PEABODY DONATION.

Providence has favored the operation of this great charity from its beginning until now. Wiser and better men could not have been chosen for its management. The plan adopted was exactly right, and it has been executed with great economy and consummate ability. Dr. Sears, the General Agent, fixed his residence in Staunton, Va., and has made his influence to be felt in every part of the Southern country. How abundant and successful have been his labors can be ascertained only by a perusal of his reports, five of which have now been printed.

Virginia has shared in the benefits of the Fund as fast as circumstances permitted. During the last year about $25,000 were expended in the State, in connection with the State and city school systems. Besides the value of these judiciously distributed appropriations, great good has been done to the cause of education by the private counsel and public addresses of the General Agent.

As this Fund will be a regular source of income, it is important that the method of its administration should be fully understood. I therefore embody herein an article prepared for the *Educational Journal* by Professor Harris, of Richmond College, from memoranda furnished by Dr. Sears.

"Of the fund donated by Mr. Peabody for promoting education in the Southern States, the amount now available is, in round numbers, *two million dollars* ($2,000,000), and yields an annual income of a little over *one hundred and twenty thousand dollars* ($120,000). Besides this there are Mississippi and Florida bonds, amounting to about *fifteen hundred thousand dollars* ($1,500,000), from which nothing is at present realized. According to the donor's directions, the principal must remain intact for thirty years; the Trustees are not authorized to expend any part of it, nor yet to add to it any part of the accruing interest. The manner of using the interest, as well as the final distribution of the principal, was left entirely to the

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discretion of a self-perpetuating body of Trustees. Those first appointed had, however, the rare advantage of full consultation with the founder of the Trust while he still lived, and their plans received his cordial and emphatic approbation. It seemed best to them to leave the question of the final disposition of the fund,—whether in founding one great Southern university, or in aiding several collegiate institutions in each State, or in establishing a number of normal schools—to the developments of time and the wisdom of their successors. The pressing need of the present seemed to be in the department of primary education for the masses, and so they determined to make appropriations only for the assistance of public free schools. The money is not given as a charity to the poor. It would be entirely inadequate to furnish any effectual relief, if distributed equally among all those who need it, and would, moreover, if thus widely dissipated, produce no permanent results. But the establishment of good public schools provides for the education of all children, whether rich or poor, and initiates a system which no State has ever abandoned after a fair trial. So it seemed to the donor, as well as to his Trustees, that the greatest good of the greatest number would be more effectually and more certainly attained by this mode of distribution than by any other.

"No effort is made to distribute according to population. It was Mr. Peabody's wish that those States which had suffered most from the ravages of war should be assisted first, and so appropriations have been made thus far in only twelve States; the other three, namely, Maryland, Kentucky and Missouri, will of course ultimately share in the benefits. Nor is distribution made in proportion to the comparative destitution of any community; but, following the sound maxim of giving help to those and only to those who help themselves, the Trustees make donations from time to time, at their discretion, whenever and wherever there is the most reasonable prospect of doing the most good. When any State, or any city or town within its borders, is actually taking efficient measures to support a permanent system of schools, and needs help to meet the outlay necessary in the beginning, contributions are made to sup-

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plement the public school money. Our own State at present is receiving much larger appropriations than some others.

"But it is clearly impossible to give assistance to all the public schools which have been recently established in the Southern States. It was thought proper to select such as would best illustrate the system, and be, by their example, most influential in diffusing it. For this reason it is required that all schools aided shall have, at least, a *hundred* pupils, with one teacher for every *fifty;* shall be properly graded, and shall be continued during ten months in the year, with an average attendance of not less than *eighty-five per cent.* If smaller schools were accepted, the number would be so great as to make the share of each quite insignificant, and besides, they would not be likely to exhibit the best models, as they could not be well-graded. The requirement of a ten-months' term is made, not only because schools of that duration are worth to the pupils more than twice as much as those which are kept open only five months out of twelve, but because it would be disastrous if the substitution of public for private schools should result in any material shortening of the scholastic year. In this, as in all their plans, the Trustees aim to guard the reputation of the system by preventing its abuse, as well as in its legitimate use, to secure the greatest amount of public good.

"To prevent collision or disorder, and to secure unity of plan and concert of action, the Trustees coöperate with the State authorities, availing themselves of the agency of each State superintendent. They have the benefit of his more minute information, special advice and detailed plans, while his purposes are furthered and his hands strengthened by their contributions.

"The most that is given to a school of a hundred pupils is ($300) *three hundred* dollars; to one of two hundred, ($600) *six hundred* dollars; to one of three hundred, ($1,000) a *thousand* dollars, and so on in slightly increasing ratio; but this always on condition that *the district* shall pay at least twice, and usually much more than twice the amount given from the Peabody Fund. No public pledge can be given that all schools which comply with the conditions may claim the amounts here named, but special arrangements must be expressly made at or

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near the beginning of the school year, through the State Superintendent of Public Instruction.

"The Trustees are entirely untrammeled in their action, except as above indicated. They aim to secure the just mean between concentration for strength and diffusion for relief. Unable to aid all at any one time, they desire first to cultivate the most promising fields and establish radiating centres at the most conspicuous points. When these are beyond the contingency of failure, they may turn their attention and donations to others. Thus, while bound only by their own sense of what is just and proper, all may rest assured that they will be fairly and generously dealt with. The character of the Trustees selected by Mr. Peabody, and chosen since to fill vacancies, is an abundant guarantee that their ripe wisdom will be imbued with the spirit of his philanthropy."

THE IMMEDIATE FUTURE OF THE PUBLIC SCHOOL SYSTEM IN VIRGINIA—WHAT SHALL IT BE?

This is a question which the members of the Legislature, and indeed the people of the State generally, will anxiously consider; and with the view of contributing materials which may aid in its solution, I respectfully offer the following reasonings and statements of fact:

Waiving for the present all consideration of the expediency of adopting the public free school system as a part of the permanent policy of the Commonwealth, and simply recognizing the fact that under the State Constitution the system must be continued, I see but three courses of action before us, one of which we must choose, to wit, either—1, to do the very least that could be considered a decent compliance with the requirements of the Constitution; 2, to continue to foster the system sufficiently to keep it slowly growing; or 3, to provide at once for its full support and universal extension.

1. Shall we take the first course, and determine to do as little as possible? The State has done no more than this so far,

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and cannot do less. The Constitution requires the General Assembly, besides appropriating the interest on the Literary Fund and the capitation tax to school purposes, to lay an *annual* tax of "not more than one mill nor less than five mills on the dollar" for the support of the public free school system. The General Assembly laid a tax of one mill. Could it have done less? The permission elsewhere given to extend the system gradually previous to 1876 does not affect the obligation to lay an annual tax, and an annual tax of not less than one mill. It was never imagined by the framers of the Constitution that a tax of one mill would be sufficient to support the system properly when in full operation. Then why was so small a tax named at all, unless for the very purpose of marking the beginning of the system? It may be five years in reaching its maximum, but it must not be started, or carried on, with a tax of less than one mill.

2. Shall the school system be kept growing? Here again there is no option. The language of the Constitution is, "The General Assembly shall provide by law at its first session under this Constitution a uniform system of public free schools, and for its gradual, equal and full introduction into all the counties by the year 1876, or as much earlier as practicable." (Art. VIII. Sec. 3.) Not only retrograding, but even halting, is here forbidden. Having made a beginning, the command is, "Go forward." The only open question is as to the rate of advance, whether it shall be in slow, quick, or double-quick time.

3. Before knowing the temper of the people on the subject, or having specially studied the constitutional obligation, I favored the smallest possible beginning and a slow expansion of the system. After working it for a year, I feel no doubt as to the policy of putting the system into full operation, in the sense of universal extension. The Constitution requires this to be done as much earlier than 1876 as may be practicable. The additional outlay may be required of those counties needing the additional schools; but nothing short of provision in some form for universal extension will satisfy the people.

A partial system not only occasions loud complaints in the neglected neighborhoods, but is repugnant to every man's sense of justice. Neighborhoods so sparsely settled as not to be able

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to furnish pupils enough to employ the time of a teacher must of necessity suffer from a deficiency of school privileges, as one of the evils incident to social isolation. But where children exist in sufficient numbers to form a school of proper size, it seems unjust that they should be denied privileges accorded to others in the same district.

Moreover, as long as the funds are deficient an enormous evil will exist. School officers will be unable to resist the clamor of those who are in danger of being neglected, and will multiply schools out of proportion to means provided. They will lower the pay, and thus lower the character of the teachers; the end of which always is a set of worthless schools not worthy of patronage, and not patronized by intelligent people. Thus the public money is wasted, and the people are subjected to the additional burden of private schools. A proper support to the public system is thus seen to be a wise economy.

There are persons always ready to propose reducing the expense of the school system by shortening the school term. This sort of economy is like that of the farmer who, after checkering his field, dropped only one grain of corn in each hill. The shorter the school term the worse the result in every point of view. The teachers will be poorer, because the vocation ceases to be professional, and becomes only the occasional resort of persons out of employment. The schools will be poorer, not only because the teachers are poorer, but because the children are not long enough under instruction to receive durable impressions. Important as is the extension of the system, the effectiveness of the schools is far more important: so that were the question to arise between a scant supply of good schools and a full supply of poor schools, the former should be preferred without hesitation.

But there is no occasion for adopting either of these alternatives. The people want, and should have, not only universal, but effective education: and more than this, they are both willing and able to pay for it.

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CLAIM OF VIRGINIA ON THE FEDERAL GOVERNMENT FOR HER SHARE OF PUBLIC LANDS FOR EDUCATIONAL PURPOSES.

This claim is two-fold; first the old, but not the less valid, claim of unfulfilled agreement in the matter of the North-west Territory; and second, the claim that whilst millions of acres of public lands in this and other territorial regions have been divided among twenty-six States for educational purposes, Virginia, who held a double claim, has never received anything. Ben. E. Green, of Georgia, who is remarkably well versed in political history, places this matter of the North-west Territory "among the remote, yet very potent, causes of the war" between the North and the South. Before recalling the facts in regard to the grant, and the terms on which it was made, let us see what was thought of this and other claims by such men as Daniel Webster. As late as the 7th of March, 1850, he spoke these noble words in the Senate of the United States:

"And a most magnificent act it was. I never reflect upon it without a disposition to do honor and justice—and justice would be the highest honor—to Virginia, for the cession of her North-west Territory. I will say, sir, it is one of her fairest claims to the respect and gratitude of the United States, and that, perhaps, it is only second to that other claim that attaches to her; that from her counsels, and from the intelligence and patriotism of her leading statesmen, proceeded the first idea put into practice of the formation of a general constitution for the United States. I have said that I honor Virginia for her cession of this territory. There have been received into the treasury of the United States eighty millions of dollars, the proceeds of the public lands ceded by her. If the residue should be sold at the same rate, the whole aggregate will exceed *two hundred millions of dollars.*"

Commodore Maury, in his "Preliminary Report" on the "Physical Survey of Virginia," brings up this claim in favor of the Federal Government's finishing our water line to the Ohio. He includes more in the ceded territory than belongs to it. The N. W. Territory of Virginia was the region lying west of

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the old States and east of the Mississippi river, and between the 36½ parallel of latitude and a line touching the south edges of Lakes Erie and Michigan—which is the region now composing the States of Ohio, Indiana and Illinois.

The Commodore sums up the main facts of the case so forcibly that I adopt his language:

"In 1780 the Congress of the United States pressed Virginia to surrender the North-western territory, now composing the States of Ohio, Indiana, Illinois, Michigan and Wisconsin, to the General Government, reminding her how indispensably necessary such a cession was, to establish the Federal Union on a fixed and permanent basis, and on principles acceptable to all its respective members; how essential to the public credit and confidence; to the support of our army; to the vigor of our councils and the success of our measures; to our tranquility and to our reputation abroad; to our present safety and future prosperity; to our very existence as a free, sovereign and independent people.

"Virginia listened to the appeal, and granted the boon on the expressed condition (among others) that the lands within the territory so ceded should be considered as a common fund, for the use and benefit of all the States (Virginia included), and should be faithfully and bona fide disposed of for no other use or purpose whatever.

"Let us enquire what has been done with these lands.

"The Commissioner of the General Land Office in his report for 1867, tells us that 189,219,886 acres have been given for roads and canals.

"A large portion of this grant consists of the lands ceded by Virginia. Not one acre out of this magnificent domain has been given for the use of any one of the 'original thirteen.' One hundred and eighty-nine millions two hundred and nineteen thousand eight hundred and eighty-six acres of land cover an area as great as that now occupied by all the 'old thirteen' put together, leaving out only New Jersey. In addition to this, there have been appropriated and set apart by Congress, to be applied for schools, colleges, universities, etc.—a large part of which lies also within this grant—a further area of ninety-one

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millions, four hundred and three thousand, two hundred and seventy-two acres. Together, these two quantities make an area of 422,848 square miles—more land than would be comprised within the limits of the United Kingdom of Great Britain, added to Denmark, Holland, Belgium, France, Spain and Portugal. And of all this Virginia has yet to receive the first acre for her use. It may have been for her benefit, for whatever advances the prosperity of one State may be beneficial for all. But the grant was for the use, as well as the benefit of all the States."

Commodore Maury's appeal to the United States for aid in the completion of our water line was entirely legitimate; but our appeal for aid in the work of education has in it a historical element of peculiar force, as will appear from the following facts.

The original ordinance providing for the disposal of these Western public lands, including the Virginia territory, was passed by Congress May 20, 1785, and contained the following special provision for education:

"There shall be reserved the lot No. 16 of every township for the maintenance of public schools."

The ordinance of 1787 "for the government of the territory north-west of the river Ohio," confirmed the provision of 1785, and declared that "religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education should be forever encouraged." A few days after the passage of the ordinance, regulations were made for the sale of the western lands, and in these it was provided that Lot No. 16 in each township should be given perpetually for schools, and that Lot No. 29 in each township or fractional part of a township, should be given perpetually for the purposes of religion;" and further, that "not more than two complete townships be given perpetually for the purposes of a University."

The grant of Lot No. 29 for the purposes of religion has only been made in two instances—in the case of the Ohio company, and what is known as the Symmes purchase. Ohio, and

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the other Western States admitted into the Union during the first half of the present century, received the sixteenth section of every township for the use of schools, in addition to the grant of two townships for universities.

The act of Congress creating the present Department of Education was approved March 2, 1867. In this act it is required that "in the first report made by the Commissioner of Education, under this act, there shall be presented a statement of the several grants of land made by Congress to promote education, and the manner in which these several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, so far as they can be determined." This provision suggests the probability that Congress, at that time, designed to take some future action which would have the effect of equalizing the grants of public lands for educational purposes. The power of appointing the Commissioner of Education having been lodged in the hands of the President, that high functionary appointed the Hon. Henry Barnard—a man well qualified for the position. The Commissioner went honestly to work, and, with great labor, collected during his first year an important part, though by no means the whole, of the information called for by the act of Congress, and in his first annual report published what he had collected. The revelations were startling, exhibiting as they did enormous donations from the common domain to nearly all of the newer States, whilst the original owners received nothing. Dr. Barnard continued his labors, but his second annual report was not published, and about the 1st of January, 1870, he was superseded in office by the present worthy incumbent, General John Eaton, Jr.

The present Commissioner has published several valuable reports; but I have searched these reports in vain for additional facts concerning that most important subject—the past distribution of public lands among the States for educational purposes. But he declares, in his report for 1870, that much valuable information had been collected by his predecessor *which had not been published.* His language is this:—

"The purpose of the Department was thus clearly stated, and

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its work fully defined in the law establishing it; but the publication of its reports and documents has been on a scale so limited as not to give to the country at large any general knowledge of the amount or utility of the labor performed. The number and variety of applications made to this office for reports, statistics, and educational information of every kind, coming from every section of our country and from foreign countries, would, I think, convince the most skeptical that there was urgent demand for some such centre of information, at least. The small edition of the only report which had been published by the Department was soon exhausted. No copies remained when I assumed these duties. Much information, including school statistics and discussions of associated topics, at home and abroad, had been collected."

General Eaton does not state that among the materials on hand was additional information concerning the distribution of lands for school purposes; but, inasmuch as Congress seems to have lost its interest in the matter of educational land grants, I would venture to suggest the propriety of the Virginia Legislature's appointing a special Commissioner to carry on the investigation from the point where it was dropped by the United States Commissioner. I know of no richer vein of inquiry.

THE INFORMATION CONTAINED IN BARNARD'S REPORT.

Although the information published by Dr. Barnard is incomplete, it is extremely valuable. The bulk of it is condensed in the two statistical tables which will presently be given. These tables are worthy of being studied. They show that, under the acts of 1785 and 1787, there have been distributed among twenty-six States and Territories 67,983,914 acres of land for the support of schools, besides what was given for universities and deaf-mute asylums. By comparing this amount with the total number of acres in the favored States, it will be seen that nearly five per cent. of their territory was bestowed on the townships for schools. At this rate, Virginia, as now constituted, would receive over 1,300,000 acres for schools, besides a goodly quantity for universities and asylums, and be-

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sides the amount she might claim on the score of internal improvement. There still remains to the United States the enormous aggregate of 1,414,567,594 acres.

The only State reported on in detail by Dr. Barnard, in his report, is Minnesota; and in order that some idea may be formed of the richness of these land donations when given *in situ*, I give a summary statement of the results in Minnesota.

"The first sales of school lands occurred in the autumn of 1862, at a most unpropitious period; but the results of the sales in the face of all discouragements surprised the most sanguine, and created fresh interest in popular education. More than thirty-eight thousand acres were disposed of at a little more than $6.33⅓ per acre, as will be seen by examining the following

STATEMENT OF ANNUAL SALES OF SCHOOL LANDS.

	Number of acres.	Price realized.	Average per acre.
1862	38,147.13	$242,531.60	$6.35
1863	52,293.91	309,777.46	5.92
1864	41,476.25	287,264.74	6.92
1865	24,211.77	144,915.05	5.96
1866	54,640.50	340,290.18	6.22
	210,769.57	$1,324,779.03	$6.28

Number of acres of school land unsold June 1, 1867.....2,775,898

"The total permanent school fund of the State arising from the land grant, on the 30th of November, 1866, was $1,333,161.60.

"The current school fund distributed in 1866 amounted to $78,519.60, and the number of persons between five and twenty-one was 87,244, making an apportionment of ninety cents for each person.

"The interest on school fund for the year 1867, according to estimate of the Hon. Mark H. Dunnell, State Superintendent of Public Instruction, will amount to $117,435."

Thus it is shown that Minnesota, in proportion to her school population, is enjoying as large a school revenue from Federal

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bounty as Virginia is now raising from her State tax. And nearly 3,000,000 acres of her school lands yet remain unsold.

These results were more favorable in Minnesota than some other States, where the school lands were sacrificed by bad management. The best mode of managing such property being a question of great practical interest to our State, in view of the agricultural land scrip yet to be disposed of, I insert in the Appendix to this Report an extract from the message of the Governor to the Minnesota Legislature, which suggests the policy which was adopted by that State.

It would not be becoming in us to grudge to the favored States the gifts bestowed upon them for so good a purpose; but we may fairly ask that an equitable share be bestowed on those who have been omitted in the distribution. And surely there is something specially due to the "Mother of States," who bestowed her magnificent domain upon the General Government in the time of public necessity, and for the very purpose of aiding in the formation of "a more perfect union" of the States.

The grants to the other States for various purposes may have been for the benefit of Virginia, so far as she has interests in common with the nation; but, as Commodore Maury remarks, Virginia's grant of the North-west territory was for the *use*, as well as the benefit, of all the States: whilst in point of fact Virginia, as a State, has received neither use nor benefit in any shape or form, directly or indirectly. On the contrary, the result to her has been injurious in many ways—some of which cannot now be alluded to; but the drawing off of her population, which resulted from it, was no small evil. The rich endowments by the Government, added to the extraordinary fertility of the soil in those three States which were laid off on Virginia soil, tempted great numbers of the Virginia people to leave the mother State. Education, religion, and internal improvements were to be largely provided for at the expense of the old States. The richest land on the earth was from the first bestowed almost gratuitously, as it is now outright, upon the immigrant. Of course, it was cheaper to wear out the old fields of Virginia, and then go West to revel in the bounty of

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the General Government. What a difference it would have made in the prosperity of the old States if the policy of the Government had been such that it would have been more to the interest of the citizens to have improved their lands than to have abandoned them. And political economy, enlightened by agricultural science, will yet demonstrate that the land policy of the United States Government contained some enormous errors in economy, as well as involved an amount of inequality and injustice which can never be repaired, or even ascertained.

There was manifested in Congress last session a disposition to make a distribution of lands among the Southern States for school purposes. The same spirit has been shown in various ways throughout the country.

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TABLE 1.—*Historical and Statistical Data of the United States.*

[Compiled from Report of the Commissioner of the Land Office for 1867.]

States and Territories.	Act organizing Territory.			Act admitting State.			Area in sq. miles.	Population in 1860.†
	U. S. Statutes.	Vol.	Page.	U. S. Statutes.	Vol.	Page.		
Original States.								
New Hampshire							9,280	326,073
Massachusetts							7,800	1,231,066
Rhode Island							1,306	174,620
Connecticut							4,750	460,147
New York							47,000	3,880,735
New Jersey							8,320	672,035
Pennsylvania							46,000	2,906,115
Delaware							2,120	112,216
Maryland							11,124	687,049
Virginia—East and West							61,352	1,596,318
North Carolina							50,704	992,622
South Carolina							34,000	703,708
Georgia							58,000	1,057,286
States admitted.								
Kentucky				Feb. 4, 1791	1	189	37,680	1,155,684
Vermont				Feb. 18, 1791	1	191	*10,212	315,098
Tennessee				June 1, 1796	1	491	45,600	1,109,801
Ohio	Ord'ce of 1787			Apr. 30, 1802	2	173	39,964	2,339,502
Louisiana	Mar. 3, 1805	2	331	Apr. 8, 1812	2	701	*41,346	708,002
Indiana	May 7, 1800	2	58	Dec. 11, 1814	3	399	33,809	1,350,428
Mississippi	Apr. 7, 1798	1	549	Dec. 10, 1817	3	672	47,156	791,305
Illinois	Feb. 3, 1809	2	514	Dec. 3, 1818	3	536	*55,410	1,711,951
Alabama	Mar. 3, 1817	3	371	Dec. 14, 1819	3	608	50,722	964,201
Maine				Mar. 3, 1820	3	544	*35,000	628,279
Missouri	June 4, 1812	2	743	Mar. 2, 1821	3	645	*65,350	1,182,012
Arkansas	Mar. 2, 1819	3	493	June 15, 1836	5	50	52,198	435,450
Michigan	Jan. 11, 1805	2	309	Jan. 26, 1837	5	144	*56,451	749,113
Florida	Mar. 30, 1822	3	654	Mar. 3, 1845	5	742	59,268	140,425
Iowa	June 12, 1838	5	235	Do.	5	742	55,045	674,948
Texas				Dec. 29 1845	9	108	*274,356	604,215
Wisconsin	Apr. 20, 1836	5	10	Mar. 3, 1847	9	178	53,924	775,881
California				Sept. 9, 1850	9	452	*188,981	305,439
Minnesota	Mar. 3, 1849	9	403	Feb. 26, 1857	11	166	83,531	173,855
Oregon	Aug. 14, 1848	9	323	Feb. 14, 1859	11	383	95,274	52,465
Kansas	May 30, 1854	10	277	Jan. 29, 1861	12	126	81,318	107,206
West Virginia				Dec. 31, 1862	12	633	23,000	
Nevada	Mar. 2, 1861	12	209	Mar. 21, 1864	13	30	112,090	‡6,857
Colorado	Feb. 28, 1861	12	172		13	32	*104,500	‡34,277
Nebraska	May 30, 1854	10	277	Mar. 1, 1867	13	47	75,995	28,841
Territories.								
New Mexico	Sept. 9, 1850	9	446				121,201	
Utah	Do.	9	453				88,056	
Washington	Mar. 2, 1853	10	172				69,994	
Dakota	Mar. 2, 1861	12	239				240,597	
Arizona	Feb. 24, 1863	12	664				113,916	§360,000
Idaho	Mar. 3, 1863	12	808				90,932	
Montana	May 26, 1864	13	85				143,776	
Indian Territory							68,991	
Dist. of Columbia	July 16, 1790	1	130				‖10 m. sq.	¶ 126,990
	Mar. 3, 1791	1	214					
Russian purchase							577,390	70,000

* Area taken from geographical authorities and not from public surveys.

† Total population in 1860 was 31,500,000; estimated in 1867 to be 38,500,000.

‡ To the white population in Nevada should be added 10,507 Indians; and in Colorado, 2,261 Indians.

§ As estimated January 1, 1865.

‖ That portion of District of Columbia south of the Potomac river was retroceded to Virginia July 9, 1846, (Stat. vol. 6, p. 35.)

¶ By census of 1867.

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TABLE II.—*Showing the area of the several States and Territories containing public lands, and the quantity devoted for educational purposes by Congress up to June 30, 1867.*

(Compiled from Report of the Commissioner of the Land Office for 1867.)

States and Territories containing public land.	Areas of States and Territories containing public land.		Donations and grants for schools and universities.		Granted for agricultural colleges, July 2, 1862.*		Granted for deaf and dumb asylums.	Remaining unsold and unappropriated June 30, 1867.
			Schools.	Universities.	Selected in place.	Located with scrip.		
	Sq. miles.	*Acres.*	*Acres.*	*Acres.*	*Acres.*	*Acres.*	*Acres.*	*Acres.*
Ohio	39,964	25,576,960	704,488	69,120				500.00
Indiana	33,809	21,637,760	650,317	46,080				2,000.00
Illinois	55,410	35,462,400	985,066	46,080				2,000.00
Missouri	65,350	41,824,000	1,199,139	46,080	244,384.51	147,797.25		1,835,892.71
Alabama	50,722	32,462,080	902,774	46,080			21,949.46	6,915,081.32
Mississippi	47,156	30,179,840	837,584	46,080				4,930,893.56
Louisiana	41,346	26,461,440	786,044	46,080				6,582,841.54
Michigan	56,451	36,128,640	1,067,397	46,080	225,253.88	960,807.59		5,180,640.63
Arkansas	52,198	33,406,720	886,460	46,080			2,097.43	11,757,662.54
Florida	59,268	37,931,520	908,503	92,160			20,924.22	17,540,374.00
Iowa	55,045	35,228,800	905,144	46,080	240,000.96	1,760.00		3,113,464.18
Wisconsin	53,924	34,511,360	958,649	92,160	240,007.73	702,425.07		10,016,700.87
California	188,981	120,947,840	6,719,324	46,080				106,062,392.13
Minnesota	83,531	53,459,840	2,969,990	46,080	119,852.17	488,803.03		36,776,170.89
Oregon	95,274	60,975,360	3,329,706	46,080		1,920.00		52,742,078.96
Kansas	81,318	52,043,520	2,891,306	46,080	90,000.40	411,959.70		43,148,876.44
Nevada	112,090	71,737,741	3,985,430	46,080				67,090,382.62
Nebraska	75,995	48,636,800	2,702,044	46,080		475,989.58		42,523,927.38
Washington Territory	69,994	44,796,160	2,488,675	46,080		1,120.00		41,627,464.39
New Mexico	121,201	77,568,640	4,309,368	46,080				73,005,192.00
Utah	88,056	56,355,635	3,130,869	46,080				51,139,646.00
Dakota	240,597	153,982,080	8,554,560					145,295,284.97
Colorado	104,500	66,880,000	3,715,555					62,870,665.83
Montana	143,776	92,016,640	5,112,035					86,904,605.00
Arizona	113,916	72,906,304	4,050,350					68,855,954.00
Idaho	90,932	58,196,480	3,233,137					54,963,343.00
Indian	68,991	44,154,240						44,154,240.00
American purchase from Russia	577,390	369,529,600						369,529,600.00
Total	2,867,185	1,834,998,400	67,983,914	1,082,880	1,159,499.65	3,192,582.22	44,971.11	1,414,567,574.96

* The whole quantity liable to be issued under the act of July 2, 1862, is 9,600,000 acres.

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ABILITY OF THE STATE OF VIRGINIA TO MAINTAIN PUBLIC EDUCATION.

The gross annual production of one and a quarter millions of people like ours, with four hundred millions of dollars' worth of property, is immense; but, vast as it is, it is all consumed—not that it is all destroyed and lost, but it is made use of one way or another; and, a term of years being considered, everything in the whole country is consumed, except the land and the most substantial permanent improvements, and even they are partially consumed.

But how is everything consumed? In just two ways: partly by being reinvested for increase of value—partly by being used for the gratification of desire, and thus permanently lost. Necessary expenditures for the support of the producing population, and for carrying on every sort of productive business, are all forms of reinvestment for future profit.

It is not so obvious, but equally true, that to this class also belongs the support of the government, it being an investment for the sake of that security of persons and property which is an indispensable condition of production.

Public officers are the agents of society, employed to attend to those interests which are common to all; and the work is much better and more economically done by this method than if the people were to undertake to do it for themselves.

An undue multiplication of public officers is, of course, to be avoided; but, as a general rule, it is good economy to commit all interests which are common to all to the hands of men who may give special attention thereto, and thus allow the people generally the opportunity of devoting themselves to their strictly private affairs.

The multiplication of officers is a form of that division of labor which the experience of the world has shown to be conducive to the success of all large operations. Whenever the value of the time spent by private citizens in attending to a matter of public interest is greater than the cost of an officer to attend to it, the appointment of such an officer is good economy, and therefore an investment for the sake of greater

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profit: and it may be remarked, also, that the larger the pay given to such officer, the greater economy up to the point of securing the greatest ability and efficiency.

To the same class belong all forms of public or private expenditure, which return an amount of solid advantage greater in value than the amount expended.

But the other class of expenditures is very different in character and results from the one just considered. It is the consumption of the capital of the country for the mere gratification of desire, which amounts to its total destruction. And to this class belongs every form or degree of expenditure which cannot be called, in familiar phrase, "a paying investment;" in other words, every expenditure which is not necessary for the support and increased efficiency of the people, and for the economical conduct of really productive employment. In using the term "expenditure," reference is not made primarily or chiefly to the expenditure of money, but rather to the consumption of articles which it has cost money and labor to produce. Now, be it observed, that if these articles are used in such a way that their value is destroyed, as in the consumption of all luxuries, *then the country is just that much poorer*—just to that extent has she, in an economical point of view, been squandering her income, and in the production or purchase of those articles just that much labor and capital has been thrown away.

Before the subject was sounded to the bottom, it was the view of some political economists that if the luxuries were produced in the country, the purchase of them supported the producers, and thus contributed to the general wealth of the country; but the error of such, arose from confounding money with wealth. Money, by its purchasing power, represents wealth, but it is not itself wealth. Coin has a certain intrinsic value which, to that extent, may deserve the name, but beyond that, money is not wealth. Wealth consists in that which money buys—some sort of property, or rather product—and hence the destruction of commodities is the destruction of wealth.

Luxuries produced in a State and sold elsewhere may increase the wealth of the State by bringing back useful commodities, or money, which may be needed for the production of

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useful commodities at home. But so far as luxuries are consumed in a State, whether produced there or imported, in exchange for home productions, the capital, or solid wealth, of the State is thereby reduced to that extent.

Now, in probably almost every civilized State in the world, (and ours is not an exception), the annual destruction of wealth in the gratification of individual desire is many times greater than all the demands of the commonwealth; that is to say, in almost every State (including our own) the people are wasting, often to their serious detriment, far more than is needed by the government for all useful purposes.

I have endeavored to form some estimate of the amount of wealth consumed, without return, in Virginia, and although the sources of information fail to furnish exact figures, the indications are that it does not fall short of $20,000,000 per annum. It is not affirmed that all this expenditure is improper, but only that it is a destruction of wealth. The annual consumption in Virginia of alcoholic liquors alone must be near $19,000,000. The sales of liquors in the United States during the fiscal year ending June 30th, 1871, it has been calculated by Edward Young, the chief of the Bureau of Statistics, amounted to six hundred millions of dollars. This total is made up as follows: Sixty million gallons of whiskey, at six dollars a gallon, *retail*, $360,000,000. Two and a half million gallons of imported spirits, at ten dollars a gallon, $25,000,000. Ten million seven hundred thousand gallons of imported wine, at five dollars a gallon, $53,500,000. Six million five hundred thousand barrels of ale, beer, and porter, at twenty dollars a barrel, $130,000,000. Native brandies, wines, and cordials, in unknown quantities, have been consumed, involving, it is estimated, an expenditure of $31,500,000. These figures, although not so large as some that have been published, yet give a total that should astonish the consumers of ardent spirits. They give an annual consumption of about sixteen dollars' worth of spirits to every man, woman and child in the United States. If the Virginia people be average consumers, the amount expended in Virginia is $19,000,000 per annum. This, of course, includes what is used for medicine; but probably ninety-nine one-hundredths of it is used as a beverage, which,

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in the eye of political economy, is a destruction of that much of the wealth of the State. If to the loss of wealth directly, is added the waste of time, neglect of business, injury to health, disturbance of public order, and many other individual losses, what a frightful tax it is upon the wealth of the State.

The consumption of tobacco is another expenditure which political economy must class under the head of waste. The tax paid to the United States on tobacco in Virginia last year was $4,363,911. One-thirtieth of this is supposed, by one of the revenue officers, to be consumed in Virginia. Besides this, there is a considerable consumption of imported segars and tobacco, so that the annual consumption is something like $300,000, probably more.

There are a great many other wasteful expenditures of less importance, but which would present a large aggregate, if brought together. Could we sum up the amounts which are carried off by theatricals, circuses, operas, lottery dealers, gift enterprises, jugglers, and other exhibitors, gamblers, and swindlers of all sorts, we should no doubt find that the people of the State are expending several hundred thousand dollars on these indulgences. Add to this what is spent in confectionery, ornaments, costly furniture and equipage, expensive apparel, and the amount would be enlarged by some hundreds of thousands more. Could we gather exact statistics on these and other like expenditures, there is very little doubt that the grand total would not be less than $20,000,000.

The right of persons to indulge themselves in these luxuries is not called in question; but it is scarcely consistent in a people to doubt their ability to educate the children of the State, and to pay interest on their public debt, when they are wastefully consuming five times as much as would do both. The term "commonwealth" indicates the community of property and interest among the people of a State. It is only a family, as to matters of this sort. What would be thought of a family claiming to be too poor to educate the children and pay its debts, whilst at the same time it is squandering far more than would be needed for both?

The destruction of wealth by dogs has long been observed, though never very accurately calculated. It is estimated by

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the statistician connected with the Department of Agriculture at Washington, that there are five millions of dogs in the United States. Our share of these animals must be something like 160,000. Some newspaper writer estimates the food consumed by a dog as being sufficient to keep a hog. It is not uncommon for wealthy people in large cities to put their dogs in the country to be boarded, at certain seasons of the year. The price of dog-board among Pennsylvania farmers, some years ago, was from two to three dollars per month—at the rate, say, of thirty dollars per year for each dog. Of course, there was a profit in this; but probably the actual cost was not less than twelve dollars a year. This would be little over three cents a day; even the rough food thrown to them would be worth that, for chicken or pig feed. Take off two dollars, and suppose the cost to be ten dollars each, then the total cost of keeping the dogs in Virginia would be about $1,600,000 per annum. Were the cost but five dollars each, what a destruction of food for the very small value received! But dogs are not mere consumers—they are destroyers. Their ferocity and liability to madness produce great mental disquiet, to say nothing of the injuries they inflict upon persons. It is estimated, at the Agricultural Department, that the killing and maiming of sheep by dogs in the United States inflicts damages amounting to $2,000,000 annually. In this damage, Virginia has shared largely. But this constitutes only a small part of the injury to the sheep interest by dogs. The risk incurred is so great as to increase the cost of sheep-raising, and to deter many from entering upon a business which, but for that, would be peculiarly suited to the present condition of Virginia lands. In some States a tax is laid upon dogs, for the support of public schools.

On the facts and principles which have been adduced, the following conclusions may fairly be based:—

1. As long as within a State there is annual waste of income in amount far greater than is wanted for the education of the children of the State, poverty cannot fairly be plead as a reason for neglecting that duty. If, by the diversion into the public treasury of one-tenth of the capital now annually going to waste, the education of the whole population could thereby be

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provided for, who can doubt the economy of the operation? And how would the argument be strengthened if it were shown, as might easily be done, that the reduction of this waste would not only save for valuable public uses that amount of wealth, but would, in a still greater ratio, benefit those who are engaged in this wasting process, and render them far more efficient and productive members of the community!

2. A State in embarrassed circumstances, needs to pursue for its recovery exactly the course proper for an individual similarly situated, viz: to lessen waste and increase production. And when the public virtue is equal to the demand upon it, the people will cheerfully deny themselves and increase their exertions, rather than allow their State to fall short of fulfilling any of its duties. And when taxation is properly distributed, and bears a just relation to the real wants of the State, the people will adjust their private habits to suit the public necessities, and more industry, economy, and thoughtful calculation will pervade the community; and that which at first was a cross, heavy to be borne, proves a blessing. The change of habits, which was at first severe, and even humiliating, results in a degree of ultimate prosperity never attained before.

3. The expenditure for public education is simply one form in which the people of a State invest a portion of their capital, with a view to larger returns in the future; and when the matter is understood in all its bearings, the people consider this the best of all their investments. The money raised for the purpose is all expended within the State—it goes directly back to the pockets of the people; and in its rounds it has sowed all over the land precious seed, which will spring up and bear fruit, some thirty, some sixty, and some an hundred fold.

By such expenditure as this the State is not poorer, but far richer. It is like an expenditure for clover seed by a farmer, which makes a return far greater than the outlay. And the State which refuses to educate its children on the score of economy, pursues just the destructive policy of the farmer who will not expend enough to procure proper seeds, manures, implements and labor, but pursues what he calls the cheap system of farming, which ends in the utter impoverishment of the land and its owner.

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Let Virginia refuse to educate her people, and she will certainly never pay her public debt, because her ability to pay will not increase as fast as her debt will grow, until, like a hard worked but underfed beast of burden, she is crushed by the load. But let the invigorating influence of education permeate her masses, and by the force of her awakened energies she will bear her burdens lightly, and gather strength as she goes.

DISCUSSION OF THE PUBLIC SCHOOL SYSTEM.

The public school system ought to rest on a better foundation than the demands of a Constitution reluctantly accepted, or even on the will of a numerical majority. If after careful scrutiny it does not commend itself to the substantial, enlightened part of the community, it ought not to be continued permanently. It is not just, it is not for the public good, that the men who own the land, who wield the capital, who head the business enterprises of the State, should long continue under a policy which they regard as injurious and oppressive, and this, not only because they pay the chief part of the taxes, but because upon their cheerful energy the interests of all depend. Many of this important class of our citizens are now friendly to the cause; but in order that they may generally become not only the friends, but the determined supporters of the system, it is only needful that they be made fully acquainted with its advantages. Owing to peculiar circumstances, the subject of public free education, although frequently introduced, has never been fully discussed before the people of Virginia, so that many of our most worthy citizens have not had the opportunity of seriously considering the reasoning and testimony by which it is supported. It seems therefore proper for me, as the official head of the system, to embrace such opportunities as the present to exhibit views of the strong foundations on which the system rests. These views cannot all be presented in a single report: only a few leading topics are selected for discussion on the present occasion.

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SOME REMARKS ON MORAL TRAINING.

The few points which I shall hereinafter argue in this report are not those on which education has in past ages commonly rested its claims upon mankind—not those which, in the large view, are most worthy of consideration; but they are such as belong appropriately to discussions on the utility of education as a civil interest, and such as are specially suited to our present condition as a State. Education is commonly valued for the benefit accruing to the individual receiving it; it is prosecuted by the State on account of its politico-economical advantages. But, in dwelling chiefly upon the public advantages of education, I do not wish to be understood as undervaluing those higher considerations connected with the personal well-being of those who receive education; nor do I wish to be understood as placing considerations of public policy above the motives of parental and religious obligation. No form of obligation can equal that resting upon parents and churches, who must concern themselves primarily with the interests of the children themselves. Each of these three parties—the parents, the State and the Church—is capable of conducting some particular part of the child's education better than either of the others; but this is not the place to define their respective provinces.

It is now generally admitted that the State cannot properly teach religion. The reasons against her doing so are conclusive, but need not now be given. It does not follow, however, that all incidental allusions or observances of a religious character should be forbidden. Where they can be introduced in an edifying and inoffensive way they should not be objected to; but the true theory of civil government forbids the use of State money or State authority in any way that contravenes individual rights of conscience. This whole controversy about the use of the Bible in public schools is greatly to be deprecated. It is damaging to the interests of both education and religion. The time will come when a great deal of moral and religious truth will be taught in the public schools, not theologically but educationally. There is a religious common law accepted by everybody, which will yet be embodied in text-books, and

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taught in every school without offence. It is not dogmatic religion in any full sense, but it comprises cardinal religious doctrines, and a complete code of the highest and purest morality; and men of all creeds and characters in our land acknowledge in some form the authority of this religious common law. The existence and government of God constitutes its great controling feature, and from that is developed the whole code of moral duties. The power of these higher obligations in forming the character of the young, and in controlling men through life, has been recognized in every age and nation. The fact that Mr. Huxley, a distinguished sceptic, is now endeavoring to compel the reading of the Bible in the public schools of England, furnishes only another addition to the multitudes of cases in which persons without a religious faith have testified to the disciplinary value of the teachings of the Scriptures.

Governor B. Gratz Brown, of Missouri, in an address of welcome to the National Teachers' Association, which met in St. Louis last August, touched upon an idea worthy of serious consideration. In commenting upon the propriety of enlarging the moral element in public teaching, he suggested the use of the criminal code as an instrument of moral education. These are his words:

"Apart from direct moral training, the best remedy will be found in taking the criminal code into your schools, and collating the action with the retribution; in demonstrating virtue as its own best reward, not by axiom but by illustration, and in showing forth by suitable methods that wrong is ever miscalculation, and therefore foreign to the first law of education. Have you to-day any text-book of crime and misdemeanor in your schools? Do your young grow up knowing what obtaining money under false pretences means? Are your lessons of the penitentiary and of the reformatory ever applied in the school-room? And yet whilst forcing the faculties of youth to their highest acuteness, you would leave them unguarded amid sordid greed for gain, and unschooled in the principles of honor and integrity."

This suggestion of Governor Brown's is in the right direction.

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The common and statutory law of the land really contain the materials out of which might be constructed a good system of religious ethics. How much pure morality and even elevated religious teaching may be found in the pages of Blackstone! It is true that the penalties of civil law are physical rather than moral, but there is something very impressive in these severe judgments of society against immorality. And in truth it is a question whether men are not more governed by fear and by the power of public sentiment, than by a sense of duty.

But in addition to the doctrines of the civil code, should be inculcated the principles of what may be called the social code, which requires not merely the observance of public law, but of all those private obligations, which are none the less important and binding because they are not or cannot be embodied in legislative enactments—obligations which can only be enforced by the power of a resistless public sentiment. The duties of citizenship should also be a part of public instruction. It is just for the want of this sort of teaching that in so many parts of the country official corruption is allowed such opportunity, and such impunity. The existence of so much corruption evinces not only a want of moral tone among voters, but a want of that sort of moral perspicacity which comes from the exercise of the moral faculty in that particular direction. There is probably in all our American States a sufficient substratum of moral honesty to purify the public service if it were only enlightened and trained. Our political salvation must come from that direction. Our State has been wonderfully preserved so far from public corruption, and is now in a condition for harmonious action. The moral worth of a State was never more united and powerful than it is in Virginia to-day. Shall it not demand that the youth of the land shall be so educated in every right principle, that they shall issue from the schools fully rounded in character, and well equipped morally as well as mentally for all the duties of citizenship? Of course, the reference here is only to those simple principles of morality and those fundamental duties of citizenship which are accepted by all parties and individuals alike, preserving a broad line between this and party politics on the one hand, and sectarianism in religion on the other.

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But whilst the public school system may be improved by the introduction of more direct moral teaching, its moral tendencies, even as it is now conducted, are in the right direction. The evils consequent upon being without such a system, are far greater than any which are attendant upon it, because the evils of ignorance are far greater than those of even the most purely intellectual education. The general moral and religious tone of a public school is usually the same as characterizes the neighborhood in which it is situated. If there is good salt around it, the school will not remain unseasoned. A teacher of suitable character is constantly exercising a good influence upon the pupils by both example and precept; and, in a country like ours, almost every text-book prepared for elementary schools has a vein of moral and religious truth running through it. But supposing (what is never true) that the children never received any directly moral or religious instruction at school, there is time enough for imparting such instruction elsewhere. There are 168 hours in a week, and only 30 of those hours are spent by children in the school-room. If they have parents and others who can teach them moral and religious truth, there is abundant opportunity for so doing; but if, unfortunately, they have none to care for their souls at home, it is far better that they should be provided with the means of deriving good from other sources, than they should be left under the evil influence of ignorance and impiety. They will thus be introduced to the current literature of the times, in which wholesome sentiments largely prevail, and thus they will be rendered fitter subjects for evangelization. One of the great hindrances to the progress of the Gospel is found in the ignorance of the people. They do not profit by the services of the sanctuary. In many neighborhoods also, the time of Sunday school teachers is largely taken up with teaching scholars to read, when they should employ all their precious moments in teaching the children those things which may make them wise unto salvation. In a few years it will be found that the public schools have doubled the power of the Sunday schools, and greatly increased the power of the pulpit.

In the *Princeton Review* of Jan. 1871, Dr. Bittinger thus states

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the true doctrine on this subject in an able article entitled, "Responsibility of society for the causes of crime":

"Ignorance is a source of crime. It operates in various ways: first, to expose men to it, and then to prepare them for it. The uncultivated mind is weakened by non-use. For lack of ideas it is often left to the suggestions of the animal appetites, with their debasing and corrupting tendencies. In a land of books and schools, ignorance is not consistent with self-respect or manliness. Even the pitiable standard set up in our prison statistics—to be able to read—is far above many of the adults that enter their walls. But when we erect the higher and truer one—of being able to read with facility and zest—such proficiency as puts knowledge, both as a pastime and a power, within men's reach, how beggarly is the show then among our prison population! The average per cent. of the State prison population of New York, in 1864, that could not read was 32. Now, admitting that the remainder could read, and not disparaging the quality of it, it shows eleven times more ignorance among these twenty-four hundred inmates than among the whole outside adult population of the State. Of those outside the penitentiaries, only three per cent. could not read, while 32 per cent. of those inside could not. Even not knowing how to read is eleven times more likely to lead to crime than knowing; or, as Dr. Wines has put it, one-third of the crime is committed by one-fiftieth of the population. So great is the affinity of crime for ignorance. Ninety-seven per cent. of the non-prison population of New York, in 1864, could read; in the same year only sixty-eight per cent. of the prison population could read. Knowing how to read is two-thirds as favorable to honesty as not knowing: in other words, knowledge is more preventive of crime than promotive of virtue.

"But as the want of practical knowledge is as really ignorance as the want of book-knowledge, the following figures by Mr. Byers, late chaplain of the Ohio Penitentiary, are more to the point as to the influence of ignorance upon crime. Out of 2,120 under his care, 67 per cent. were uneducated, that is, men who could barely read, or who could merely scratch their names; 14 per cent. did not know their "A B C's;" 74 per cent.

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had never learned a trade. Here we have 81 per cent. ignorant of books, and 74 per cent. ignorant of a trade. Apply these proportions to the outside population, and what a mass of ignorance and helplessness it would make!"

The percentage of illiteracy in the European prisons is much higher. Mr. Kay's English statistics place the rate as high as 95 per cent. among the convicts, and show that not one criminal in two hundred has what deserves to be called an education.

The infidel tendencies charged upon public schools do not exist. Modern heresy and scepticism are indeed found closely allied with intelligence, but it is not with the simple intelligence of the popular mind which is everywhere true to the faith. The sources of infidelity are to be found in the temples, not in the synagogues, of learning. Germany originates all manner of sceptical philosophies, yet the Germans are the greatest church-goers in the world.

Before passing to views more especially suitable to a State paper, I will introduce an extract from the *Princeton Review* in confirmation of my last remark. It is taken also from the January number, 1871, and the author is Rev. Dr. Hodge, than whom a higher authority does not exist on the continent:

"Prussia, if judged by her institutions and laws, must be regarded as the most thoroughly Christian nation in the world. As the Prussian system secures that every man shall be a soldier, so it secures that every man shall be a Christian, so far as knowledge and profession are concerned. No child, although barefooted, of twelve years of age, can be found in Berlin or Halle who cannot read and write, and who is not familiar with Scripture history. The experiment has been often made. The children are all required to go to school. The pastors are required to devote so many hours a week to their religious instruction. The churches are all free, and whatever may be the character of the sermons, the Scriptures are read, an evangelical liturgy is used, and devout hymns are sung. The hymnology of Germany is probably richer than that of any other Christian people, if not than that of all other

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nations combined. The Germans are a musical people, and these hymns are sung not only in the churches, but in the homes of the poor all over the land. Hence, while the French soldiers are roused by the Marseillaise, the Germans nerve themselves by singing the grand old hymn of Luther, 'A sure defence is our God, a trusty shield and weapon.' The churches throughout Prussia, as a general thing, are crowded with worshippers. The rich and titled may or may not be there in curtained stalls, but the body of the church is thronged by the common people. While, therefore, in Prussia, as elsewhere, many of the educated, and especially of the scientific class, have given themselves up to scepticism, the nation, as a nation, is eminently Christian."

LAND, LABOR, AND CAPITAL.

Political economists have united in designating land, labor, and capital as constituting the fundamental elements out of which grows the material aggrandizement of every community.

But a careful examination shows that of these three, labor is the greatest. It is labor which makes the land available; it is labor which accumulates capital. So that, reduced to its last analysis, the prosperity of every community is dependent upon the character of its labor. Of what avail are natural advantages without labor? Those who predict prosperity for Virginia on account of her soil, minerals, water-power, and climate, have not studied carefully the history of the lands on the globe.

There are tracts of country in South America, in Africa, in Asia, yea, even in Europe, possessing as great natural advantages as we have, and yet they are but little improved, and are in the possession of people who are poor and thriftless; and, perhaps, these lands lie contiguous to prosperous regions, which are no better by nature. Natural advantages are not unfrequently a practical disadvantage, by relaxing the energies of the people. Many of the most prosperous communities have grown up in a severe climate and on a sterile soil; and the extremes of inert poverty on the one hand, and successful

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enterprise on the other, have been exhibited in the same country at different times: for example, in California and Australia in illustration of the change in one direction, and Central America, Egypt, Greece, and Syria in the reverse direction—all going to show that the future prosperity of a country cannot be fairly argued from its natural advantages.

Nor does the amount of capital in a country lie at the foundation of its prosperity. In the least prosperous communities there is not unfrequently a surplus of capital, which is either hoarded, or sent elsewhere for employment. And it is always the case, that capital goes or comes not according to the dearth or abundance of it in a country, but according to the openings for profitable investment and sure recovery.

When a community offers extraordinary inducements to capital to come in, suspicion is awakened that there is something unsound in its condition. Capital does not seek a high rate of interest, as a prime consideration; its first demand is security and certainty of return, and this comes only with that prosperity among the people which enables those who use the capital to meet their engagements. Capital borrowed at high rates of interest by people who are not prospering, only aggravates their suffering, and hastens their downfall.

Deeper than either land or capital, lies the character of the people themselves. The fundamental law of man's earthly existence was announced to the progenitor of the human race—*labor;* and it is vain to look elsewhere for progress. It is on the character of the native labor and laborers that reliance must be placed for advancement.

Foreigners will be slow to immigrate until the home population is ready to unite fully in carrying forward the work of improvement. Immigration will not come unless it can find a congenial home, or else can drive out an uncongenial population. In plainer language, a bad population must either be driven out or its character must be improved, or else the State cannot prosper, either by its own resources or by attracting other people to come. And the driving out of a population which has become scattered and mingled with the general mass is an impossible thing, even if it were desirable. And the poorer and more ignorant a population is, the harder is it to

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be crowded out by any device whatever. If a population be somewhat enlightened, it will, under the operation of ordinary causes, flow toward a more congenial home, if there be such within reach.

When labor is spoken of as the foundation of public prosperity, of course it is meant to include every sort of labor, whether muscular or mental. But it is maintained that the very same principles apply to all alike, and that the conditions of success apply to all alike, and that, divide up human occupations into as many classes as you may, the controlling power in each and all is the individual mind of the worker.

There is no form of labor so purely intellectual as not to require the coöperation of the muscles, and it is equally true that there is no labor so purely muscular as not to require the coöperation of the mind. An ox has forty times the muscular power of a man, but, being deficient in mind, he is worth nothing for labor, except as an instrument of man. And when the mind of a man is destroyed, his bodily powers are of no value. And there may be both mind and body of sufficient native strength, but if there is indolence, or stupidity, or depravity, the labor will be of little or no value to the country. Hence the main thing to be considered in all plans for developing the resources of a country, is the character of its laboring masses.

If a man's labor only supplies to himself the bare necessaries of life, and gives no profit to others, he is worth nothing to the community; and if he consumes more than his labor is worth, he is abstracting from the capital of the country every day that he lives. The only valuable laborers are those who by their labor make a profit for either themselves or their employers; and the best laborers are those who do both.

Let us, then, inquire what constitutes valuable labor, and by what means the value of labor may be developed.

In general, it may be said that labor should be energetic, persistent, skillful and trusty. The North American Indians and the Bedouin Arabs are spasmodically energetic, but their labor, lacking the other characteristics, amounts to nothing. Most of the African and Oriental tribes are indolent, as are also the Mexicans and freedmen of the British colonies; hence,

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they make little progress. Nothing is more manifest than the differences in this respect among the nations, with corresponding differences in public prosperity. Now whilst there are climatic and physiological peculiarities, which occasion diversities of habit, still through all runs the controlling influence of mind, which at last determines the habits. When the mind is debased or unawakened, the labor is inefficient—when the mind is enlightened, it is supplied with motives which stimulate to labor and give it direction, and hence produce the highest results, even in climates which are considered unfavorable to energetic effort. In slavery and despotic governments, it is the motive of fear presented to the mind which impels the laboring masses. When coërcion is removed, some other motive must be substituted, or exertion will cease. When there is no motive but the supply of the animal wants, labor will cease as soon as those wants are supplied in a meagre way; and if there be no cultivation of mind or character, the wants will be supplied by thieving or begging, in preference to labor. But in proportion as the mind is enlightened and the character elevated, additional and still stronger motives to exertion take effect—the desire for cleanliness, good apparel, position, influence, and general respectability. Along with these come the domestic virtues and affections, social aspirations, the desire for the possession of a home; and finally that potent love of money, and craving for property, which only too often become the dominating power over the soul and life of an intelligent people. In order to accomplish his aims, the awakened laborer not only becomes industrious, but thoughtful, sober, economical, managing. He strives also to please his employers, to become more skillful in his occupations, to establish a character that will inspire confidence and increase his income. His enlightened common sense, as well as his somewhat cultivated conscience, teaches him that the rewards of honest industry are infinitely to be preferred to idleness and dishonesty.

Now just in proportion as the laborer does better for himself is he worth more to his employer. He becomes more dexterous in all his manipulations; all his physical movements being more intelligently directed are more effective; he wastes less power; he shortens his methods; he invents improvements;

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he keeps his tools in better order; he requires less overseeing, and is no longer predisposed to pilfering and eye-service. The extent to which the laborer ought to be educated depends upon the kind of work he is likely to do. If only the simplest kinds of physical labor, then only the simplest elements of education need be given, and as the occupation rises in its demands upon the intellect, so should the mental culture rise in its grade. But no human being ought to be allowed to grow up without an effective knowledge of reading, writing and arithmetic. These are important to all, both for the training of the faculties and for the usefulness of the knowledge itself. The whole character is improved by the very act of acquiring knowledge, especially by the gradual control a man thus gains over himself; and none can doubt that a knowledge of letters gives a man access to everything that is elevating.

The economical value of educated labor is thus tersely stated by ex-Governor Seymour of New York:

"Cheap labor does not add to a nation's wealth, neither does it cheapen production, as I will show. Look over the map of the world, and you will find universal poverty where labor is most poorly paid. In Africa you can buy a man's labor for life for a string of beads, but they are too poor to get the string of beads. In Asia the laborer gets a little better pay; but how little is its wealth, and how small is its commerce, compared with its countless millions of people? Men who wear scanty cotton clothing cannot uphold arts or industry. They cannot give life and prosperity to the workshop, to the counting house, or to fleets of vessels upon the ocean. If you compare Asia and Africa with Europe, you will find that while the laborers of England, of Germany, of France, and other countries are much better paid, the national wealth is greater, and they are sending their products to the very regions where the pay of labor is at its lowest ebb. The reason of this is, cheap production is the result of intellect as well as labor, of mind as well as toil. And when the laborer sinks, the whole structure of society, of which he is the basis, sinks with him. This may be laid down as a law, that cheap production and general prosperity are the results of high civilization and general intelligence."

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TESTIMONY IN FAVOR OF EDUCATED LABOR.

The evidences that education tends to improve the character and value of the laboring population are abundant; although, reasoning upon this subject seems very much like a serious argument to prove the value of air and light to mankind. A glance at the mental structure of man ought to settle the one, as conclusively as the physiological structure settles the other. And candid and observant men might, in many cases, satisfy themselves of the truth in regard to this matter by their own observation; but, as most persons cannot study it for themselves, it has been the subject of extensive official inquiry in both Europe and America. Large employers have been examined in great numbers, and their testimony recorded; and, whilst eccentric views are met with, the overwhelming weight of testimony establishes what has been here affirmed.

There has not been much systematic examination of the subject in this country, as in England and some other countries, because in the slave States the matter could not be safely discussed, and in the free States it has generally been regarded as settled. But, some thirty years ago a large collection of testimony on the subject was made by Horace Mann, the distinguished Massachusetts superintendent of education, whose statue now stands by the side of that of Daniel Webster in front of the State House. These testimonies were obtained from the largest class of employers of labor in many, or all of the leading business operations of the country. Any mind open to conviction, would probably be convinced by an examination of these testimonies. At any rate, they were so satisfactory to the public, that it has not been thought worth while to repeat the operation until since the breaking up of the social system of the South, and the establishment of the National Bureau of Education. During the year 1870, General Eaton, the Commissioner, prepared a set of questions on the subject, and distributed three thousand copies of them among observers, workingmen and employers. The answers received are contained in his valuable report for that year; but as most of the answers had not come in at the time his report went to

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press, he promises to publish more on the subject hereafter. A large number however had been received, and the writers were unanimous in their testimony as to the value of education to every class of laborers—with one striking exception, namely, the Southern planters; the majority of whom did not believe in giving the Negro any education. All things being considered, this want of faith in the improvability of the Negro on the part of the planter is not very surprising; but, as I endeavor elsewhere to show the unreasonableness of discriminating against the colored race in the matter of education, this point will not be further spoken of in this place. Let men be convinced that some education is a good thing for laboring people generally, and they cannot long exclude the Negro.*

As the value of these testimonies depends chiefly upon the concurrence of the whole, or the greater part of them, mere extracts would avail but little, and the whole cannot be embodied in this report. Those who may desire to be fully informed, can easily obtain access to the Commissioner's report. General Eaton gives the substance of the replies sent to him in the following paragraph:—

"From the testimony (see Eaton, p. 51,) thus given by various classes from all sections, and among many industries, it is clear that the worth of a common-school education to the common laboring man is universally conceded, with the single exception of those speaking of colored laborers: that his value to the community at large is positively increased, and his power as a producer of adding to the common stock of wealth, is materially enhanced by the education given him as a child in the common school. The increase of wages he will receive on account of his knowledge is put at various figures, averaging twenty-five per cent. That this increase of value arises—first, from the fact of his being more readily instructed in the duties

*Let it be remarked once for all, that in employing the term, Negro, no disparagement is intended. It is the proper name for the race, the name which it has long borne, and by which it is known everywhere. The term "colored" is variously applied by English-speaking peoples. In the West Indies, it is used to distinguish mulattoes from those of unmixed blood. The educated Liberians, who are the magnates of the race, use the term Negro by preference.

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of his work; second, that he needs less supervision; third, that he does his work to better advantage, and therefore produces more in a given time; fourth, that he is less liable to join in unreasonable and unseasonable strikes; fifth, is more industrious; sixth, is less dissipated; and, lastly, is less liable to become an expense to the commonwealth, through poverty or crime."

THE REMARKABLE TESTIMONY OF ENGLAND.

England, by means of her machinery and inexhaustible supply of pauper labor, controlled as it was by superior intelligence and enterprise, and by large capital, has, until a recent period outstripped the rest of the world in the excellence, cheapness, and variety of her manufactures. Her organization of labor was wonderful, and its subdivision complete. Each laborer had but one single, and generally one very simple thing to do, and he spent his whole life doing just that one single, simple thing. The result was that, although he was good for nothing else, he was very good for that. And by a perfect organization and grading of laborers, and paying them starvation wages, the English seemed satisfied that they had reached the maximum of skill, and the minimum of cost.

But this self-complacency was rudely destroyed by the Paris Exposition, in 1867. At the London World's Fair, in 1851, England had carried off the palm in nearly every leading department. In 1867, out of between ninety and a hundred departments, superiority was adjudged to her in only ten. The English jurors and exhibitors came together in consternation, and held meeting after meeting at the Louvre Hotel. They were compelled to admit the inferiority of their products, and with one voice they ascribed it to *inferiority in the education of their artizans*, as compared with those of the Continent. Of course, the matter came before Parliament; six volumes of reports and testimonies were published; and the subject was discussed all over England. The conclusion generally arrived at was the same as that adopted by the Englishmen at the

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Louvre, and is embodied in the testimonies quoted below, which are only samples of hundreds to the same effect.

Edward Heath, of Huddersfield, who was a juror in 1862 and 1867, and had carefully examined the exhibition of 1851, says:—

"I am sorry to say that, although we may still be unsurpassed in many of our productions, we no longer hold that preëminence which was accorded to us in the exhibition of 1851. Although an industry which has obtained a considerable style of perfection does naturally not advance in ten years as rapidly as the one which was at that period less fully developed, I fear that the enormous strides that have of late been made by our continental rivals in France, Belgium, Prussia and Austria will render it daily more difficult for our woolen manufacturers not only to hold their former prominent position, but even, in many cases, to maintain their present one. I found my (for a long time previously entertained) convictions entirely confirmed, that it is the want of industrial education in this country which prevents our manufacturers from making that progress which other nations are making. From all I could see and learn, I found both masters and foremen of other countries much more scientifically educated than our own. This, however, is not all. The workmen of other countries have a far superior education than ours, many of whom have none whatever. Their productions show clearly that *there is not a machine working a machine, but that brains sit at the loom and intelligence stands at the spinning-wheel.* Seeing what has been done for other countries, and being convinced that *a good general education* is the secret of their rapid strides in art and manufacture, I am glad to say that the many eminent men in different stations of life with whom I conversed in Paris on this subject *are all* of the same opinion."

Robert Mallet, Esq., F. R. S., says:—

"A university education, with a natural love for scientific investigations; the circumstances of my life, in large part engaged as the active managing partner of large engineering works, and of late years as a civil engineer; a more than com-

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mon travel and knowledge of foreign countries and their arts and educational systems, &c., have long convinced me that unless by a vast improvement *in our educational system*, general and technical, the preëminence of England (whose power more than that of any other empire that ever existed is based upon her industry) must decline, and with a rapidly accelerating force in relation to the other great nations of the world."

A. J. Mundella, managing partner in a hosiery firm employing five thousand operatives, says:—

"As the result of my observation, I have for four or five years past been unceasingly alarmed for our industrial supremacy, and my experience of the Paris exhibition has only confirmed and strengthened my fears. In my own branch we still maintain the lead in a majority of articles, but the progress made by France and Germany since 1862 is truly astonishing, and it has been much greater than our own. While I believe the English workman is possessed of greater natural capacity than any of his foreign competitors, I am of opinion that he is gradually losing the race through *the superior intelligence* which foreign governments are carefully developing in their artizans."

Rev. J. O. Murray, reporter on cotton goods, says:—

"Few practical and reflective observers will glance as hurriedly as even we have done round these competitive displays of industrial ability in cotton manufacture, without feeling that, however long or largely England may retain the leadership, anything like our exclusive empire or undisputed sway in the cotton trade is no longer possible. The superior education of Continental workmen in certain branches, or the better position of foreign merchants in regard to certain articles, reduces us to a secondary condition in some respects. If in all countries *as excellent a system of public education*, and as independent a spirit prevailed as in Switzerland, our position would be menaced in many more directions. *While we are hovering round the question of national education*, and hesitating over the petty interests of parties in regard to it, *the industrial sceptre is imperceptibly slipping away from us.*"

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J. Scott Russell, Esq., says:—

"We have not failed to notice that it is precisely those nations which have been systematically giving a course of preparatory training and education to their population in their skilled trades, that have shown the most marked progress in national industry in these successive exhibitions. Prussia, Switzerland, Belgium, France and America seem to make progress in proportion to their excellence of educational training: Prussia in steel, iron, and general engineering work; Switzerland in scientific engineering, machinery, and watch and telegraph work, and in textile manufactures; Belgium, in metal-working and in mechanical trades; France, in metal work and in steam-engines, engineering structure, naval architecture, and steam navigation. All these nations seem to exhibit growing skill and progress in proportion to the excellence of the education they give to their manufacturing population."

These testimonials instantly arrested the attention of the English public, and soon after there was held a great meeting on this subject. The proceedings of the meeting are published in the *Journal of the Society of Arts.* Nearly four columns of the *Journal* are occupied with a list of the principal persons present, including many of the most eminent noblemen, statesmen, men of science, and manufacturers in the kingdom. The Duke of Marlborough presided. Dr. Lyon Playfair moved, and Earl Russell seconded, the following resolutions, which were adopted:—

"That to establish and maintain a system of technical education adapted to the requirements of arts, manufactures, and commerce in the United Kingdom, the three following educational reforms should be effected:—

"1. In the universities, grammar schools, and other educational institutions for the upper and middle classes, instruction in science and art should be placed on the same favorable footing as other studies.

"2. *Efficient means of primary and secondary education should be brought within means of the working classes everywhere.*

"3. Special institutions for technical instruction, adapted to the wants of the various classes of society and to the industries of the country, should be established and maintained in the United Kingdom."

The distinguished Dr. Playfair thus expressed himself:—

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"I think the production is carried on abroad in a more economical and skillful way; otherwise competition would be impossible. Although the great improvements in iron-making have chiefly arisen in this country, we have far from exhausted the economy which science offers to the art. There is upward of seventy-five per cent. of the fuel used in making iron which is absolutely lost in England. There is a vast economy still to be arrived at. And I believe there is cheaper production abroad, in many cases, only from the science that is applied to it; while there is also *a diminished cost of labor*, which partly arises from *the intelligence used in the application of that labor.* That is only one instance out of many instances which I could mention."

The following is an extract from the report of the committee of Parliament:—

"The industrial system of the present age is based on the substitution of mechanical for animal power; its development is due in this country to its stores of coal and metallic ores, to our geographical position and temperate climate, and to the unrivaled energy of our population. At the same time, nearly every witness speaks of the extraordinarily rapid progress of continental nations in manufactures, and attributes that rapidity not to the model workshops, which are met with in some foreign countries, and are but an indifferent substitute for our own great factories and for those which are rising up in every part of the Continent, but besides other causes, to the scientific training of the proprietors and managers in France, Switzerland, Belgium, and Germany, *and to the elementary instruction which is universal among the working population of Germany and Switzerland.*"

The *Edinburgh Review*, of April, 1868, gives the following account of a great French machine-shop:—

"The works of Schneider, at Creuzot, cover three hundred acres. The workshops and forges occupy fifty acres. The iron works annually produce more than one hundred thousand tons of iron, in addition to machinery, locomotives, iron bridges

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and viaducts, iron gun-boats and war-steamers, of the average annual value of £600,000. Nearly ten thousand work people receive wages which amount to £370,000 per annum, and most of these dwell in and around the town of Creuzot. These steam-engines are equal to a duty of nearly ten-thousand-horse power, and the new forge is contained under a single roof of thirteen hundred feet in length and three hundred and ten feet in width. No other single forge can be named of equal dimensions. There are valuable coal and iron mines on the estate, which yield annually two hundred and fifty thousand tons of coal and three hundred thousand tons of iron ore; besides which, about three hundred thousand tons of coal and one hundred and twenty thousand tons of ore are purchased. Our present interest is in the personnel of this great establishment, a very large proportion of which was born, or has been trained on the spot. *It is due principally to a system of education*, dating as far back as 1841, that a highly-skilled body of workmen, engineers, and accountants has been formed; and, although this system has been termed elementary, it will be found to be really in part special or technical. The course which is open to all pupils of sufficient capacity, extends over no less than nine years, and includes advanced instruction in French literature, history, geography, natural philosophy, the chemistry of metals, geometry, mechanical and free-hand drawing and modeling. Promising boys are sent to higher technical schools elsewhere. *No boy is admitted into the works who cannot read and write*, or who has been dismissed from the school for misbehavior. The fruits of this educational system are observable in the activity, extent and perfect discipline of the work. In walking through the sheds with Mr. Samuelson, where several pairs of marine engines were in course of erection, Mons. Schneider told his visitor that there was not a man among the mechanics employed in that department who could not make an accurate drawing of work in which he was engaged. In fifteen years—felonies, twenty-three; annual misdemeanors, forty; policemen, three.

"Krupp & Co., at Essen, consume eight hundred to one thousand tons of coal every casting day, raised from pits within the walls of the works; employ nearly eight thousand men,

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and produce sixty thousand tons of steel annually—more than twice the whole export of steel of the United Kingdom. At the outbreak of the war one thousand of the men were called under arms, but two hundred and fifty of them were returned, lest the manufacture of cannon should be stopped. All the heads of the technical departments *are pupils of the various schools of Germany.*"

Sir Edward Sullivan, in a late able work on protection to native industry, page 8, gives this testimony:

"The commerce of the world has been incalculably extended during the last twenty years. All nations have advanced. England has advanced among the number; but to say she has outstripped them is untrue. Compared with the position she occupied twenty years ago, she has advanced least of all; she has lost the immense lead she then possessed in almost every industrial enterprise.

"When we look back twenty years, and examine the position England then occupied in nearly all manufacturing industries, the exclusive advantages of capital, of energy, of manufacturing and technical knowledge she then possessed, and compare her position now, we shall see at once that many have advanced as rapidly again as she has. They were all hull down in the manufacturing race twenty years ago. They have steadily overhauled us. Some are close under our sterns; some are along side; and some are already showing us their sterns."

In these extracts we have the full confession of proud, but honest England, that she no longer wears the champion belt in manufacturing interests; that her defeat was owing to the better education of the people in the nations which have surpassed her. But the indomitable spirit of England had no idea of "accepting the situation." If the education of the people was the thing needed, the people should be educated. So in just three years after her defeat, she passed a public free school law, and gave her school committees the power of compelling attendance!

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One word of application just here. Let those Virginians who are hunting for the philosopher's stone attend to the facts and testimonies just cited. Can any one rationally expect our State, with her mass of uneducated laborers, to compete successfully in manufacturing with States and countries whose laborers are educated? Can she compete in anything requiring manual labor, unless it be in something in which Nature has given us greatly the advantage?

My opinion after a good many years of experience is, that elementary education is even more important for farm laborers than for ordinary factory hands; the latter generally having simple routine work, whilst the farm hand is constantly changing from one thing to another, and great room constantly given for the exercise of independent judgment. Hence, if ignorant, he has to be so much followed and watched, that the profit from his labor is extremely small, if anything. And a good moral character is of more importance on the farm than in the factory laborer, there being more opportunities for slighting work and committing acts of dishonesty. And this is particularly important with free labor, in which there is no awe of the master.

It is difficult to understand how any intelligent man can ponder such facts as have just been marshaled, and not be deeply impressed with the conclusion that popular education is the one thing needful for Virginia.

PUBLIC SCHOOLS AN ESTABLISHED ELEMENT IN MODERN CIVILIZATION.

What has already been adduced somewhat anticipates the declaration embodied in this caption; but many important facts yet remain. And is it unreasonable to say that a man's prejudice against a scheme of public policy ought to be disarmed by the fact, that after long trial it has grown in favor with those who have tried it most thoroughly, that, after fair trial, it has never been dropped, and that it has so recommended itself to rulers and people under all forms of government, that it has been adopted and made a part of the public policy of every enlightened nation upon earth, of almost every

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nation having any just claim to be called civilized, and even of some which have not emerged fairly into the light of civilization? We may go farther and claim that such a state of the facts justly creates a strong presumption in favor of a system so universally adopted, so much so as to throw the *onus probandi* upon the objector.

Amongst the curiosities of literature may be found the arguments of men who opposed the winnowing of wheat by machinery, opposed newspapers, opposed the use of steam as a motive power, opposed the use of pins, opposed banks, opposed insurance, opposed railroads; but the world, instead of listening to objections, made trial of the devices, found them to be good, and settled them among its regular business operations. And now what would be thought of a man who would set himself against the use of any of them?

But observe the application. The public system of education, in its essential features, has been longer tried than any of the improvements above enumerated, and it is now almost as universally adopted as any of them. Yes, it may be truly said that the verdict of the world is as decisively in favor of public schools as of the most, if not all, of the things mentioned in that list. It is admitted that this does not absolutely close the subject against rational discussion, but it certainly entitles it to a place among those things which have the strongest presumption in their favor, and which deserve a thorough trial by every community seeking its own advancement.

LIST OF STATES WHICH HAVE PUBLIC SCHOOL SYSTEMS.

Some special account will be given of education among the Jews, who were no doubt the first in the world's history to establish public education. But after the revival of letters, Scotland was the first to establish, and require by law, universal education; and the character of the masses of her people for independence, morality, thrift and intelligence, furnishes a fine illustration of the value of the system. Next came some of the German States—Saxony and Würtemberg. Perhaps next in order was Massachusetts, which established public education

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within sixteen years after the landing of the pilgrims, although Virginia had previously made a movement in that direction. Connecticut was scarcely a year behind; and when the British commissioners examined into the condition of the colonies in 1670, "*one fourth* of the annual revenue of Connecticut was laid out in maintaining free schools for the education of its children."

In Europe the example of Saxony and Würtemberg was followed by Baden, Bavaria, Belgium, Holland, Prussia and Switzerland. In time came Denmark, Sweden and Norway. Now we have on the list France, England and Ireland, Iceland, Austria, Italy, Spain and Portugal. And, strangest of all, Turkey has not only adopted a universal system of free schools, but made attendance compulsory. The spirit of education is spreading also among the masses of Russia. Here is Europe almost solid on the subject. From free Switzerland, despotic Austria, depraved Turkey, gallant France, mighty Prussia, enervated Spain, sagacious England; from Jews and Gentiles; from Tuetons and Celts; from Catholics and Protestants; from North and South, comes the same practical testimony in favor of the universal and public education of the people!

Into Asia, the same idea is entering along the Indian Ocean as well as the Mediterranean, under European influences. In Victoria, Australia, the system has been in full operation for three years.

PUBLIC EDUCATION LONG ESTABLISHED IN CHINA.

China claims to be the oldest and best educated among the nations of the earth. Whilst this is not true, there is more justice in the claim, especially as respects education, than is generally known. The Chinese males are, and for many centuries have been, universally educated to read their own language. I think it probable that they originally acquired this, as they are believed to have acquired other habits, directly from the Jews. From the fact that the present government of the Chinese is patriarchal and tribal, we may reasonably infer that they received their impress from the Jews soon after the estab-

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lishment of the twelve tribes in Canaan under the Mosaic constitution. The Chinese having failed to retain the true religion, and having persisted in the oriental custom of isolation, now exhibit the political and social system which prevailed 3,000 years ago. But, in many respects, they are a marvelous people. They have, like the Jews of old, given an amazing demonstration of the capacity of the earth to support a dense population. On a territory about as large as that of the United States, they have a population of more than 400,000,000; and it is a thrifty, industrious and orderly population, considerably advanced in many of the arts, and the best practical agriculturists in the world. Their religious superstitions and their immemorial isolation have had their legitimate effects; but these evil effects have undoubtedly been mitigated by the passion of the people for education, which they have made the passport to all preferment.

It might fairly be supposed that the Chinese laborers who are brought to the United States by the ship-load, under wholesale contracts, are, if not the worst of the population, at least much below the average population of that country. And yet these poor laboring people have made a good impression upon those who have had the opportunity of observing them, as may be learned from testimonies given in General Eaton's report.

There are probably 100,000 Chinamen in this country. A few of these are educated young men, who have come to prosecute their studies at American colleges and universities. The testimony concerning these is, that they show a fine aptitude for learning, and that some of them reach the highest distinctions. But the great mass of these immigrants is composed of laboring man; scattered among whom, however, are found physicians, merchants, carpenters, stone cutters, and other mechanics. Concerning their character, we have this surprising statement from H. N. Day, who has made a special study of the matter. Says he:

"In addition to the uniform testimony of those who have had the best opportunities for observation that they are, for the class, more sober, more industrious, more orderly and faithful,

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than the same class from European countries, we have the following facts well attested in regard to their intelligence, which are worthy of careful attention. Of the Chinese in North Adams, *all can read and write* their own language. On the Pacific railroad every Chinese laborer, so far as known, was also able to read and write. Of the Chinese in San Francisco, by the recent census, it appears that all can read and write their own language, whilst there are 7,658 foreigners who can neither read nor write."

In San Francisco the Chinese formed Mutual Aid Societies; and Dr. Speer, who took especial pains to ascertain the true character of these societies, pronounces them "institutions which have no parallel for ability and philanthropy among the immigrants from any other nation or people to our wide shores."

They have proved the best of laborers on farms, on railroads, in mines, in factories, in mechanical employments and in families. Expert, toiling, patient, careful, trusty; and in the household, quiet, neat, prudent, faithful, economical.

Besides universal education, among the principles characteristic of the social fabric—principles learned, perhaps, from the Jews—we find social equality as distinguished from such caste as is found in other Oriental nations; submission to law and authority, rather than to hereditary and personal rule; the enforcement of political responsibility, and the love of home and family. Their vices are not numerous—are indeed surprisingly mild, considering their idolatrous superstitions.

This case of China has been selected as affording a fine illustration of the power of education in stimulating and directing the energies of an inferior race, under many adverse and debasing influences. The Japanese are probably as well educated and as enterprising as the Chinese; but there has not yet been afforded so many opportunities of ascertaining the facts concerning them as in the case of the Chinese.

As the Jews have been alluded to in this connection, I will now present some facts worthy of careful attention concerning this most remarkable of the peoples of the earth.

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HEBREW EDUCATION.

Universal education was required by the organic law of the Hebrew commonwealth. The duty of educating the young was primarily laid upon parents; but the whole Levitical tribe were required to supervise and aid in the work, and to see that no child, however poor or humble might be its parents, was allowed to grow up in ignorance. The injunctions of the law on the subject were interpreted as requiring every child in the commonwealth to be taught to read and write, as well as to be instructed orally. This instruction, with various degrees of regularity, was given both in families and in schools. Jewish authorities state that in the reorganization of the people, after the return from Babylon, "every Judean town containing a certain number of inhabitants was bound to maintain a primary school, the *hazan*, or reader of the synagogue, teaching. Seminaries of higher grade were presided over by the *sopherim*, or scribes, and a certain portion of the public revenue set apart for a school fund devoted thereto."

So fixed did universal education become as a national habit, that in all their dispersions, and under all the wicked persecutions which have been visited upon them, they have never ceased to educate their children, and to do so universally; the only exceptions being outcasts.

The value of these facts is very great. A strong argument in favor of universal education may be drawn from the history of the Jews, even without reference to the fact that their organic law was divinely inspired. The argument is very forcible, viewed in any light. If the history of the Jews be placed simply on a level with the history of other peoples, their achievements are more wonderful than if considered in their religious connection. The intense aversion felt for Jews by Christians has caused them to be unjustly dealt with in every way; and not the least offensive form of this injustice has been a persistent blackening of their moral character. It is true that the character of the Jews, since the destruction of their nationality, has been materially modified by reason of the total change in their employments, and in their circumstances

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generally. Under the Mosaic economy, the Jews were compelled to be an agricultural people. Since their final subjugation and dispersion they have not been land-owners, but have been compelled to live by trading; and having been commonly under the ban of society, their thoughts naturally became absorbed in their private interests, and hence avarice and its attendant vices might be expected to follow. But, taken as a whole, they are everywhere a peaceable, virtuous, industrious, thriving population, and are polite in their manners.

Jews are not found in the ranks of beggary, or pauperism, or drunkenness; and rarely do they appear on the records of crime, or as inmates of asylums for insanity or idiocy. A want of chastity among Jewish women is almost unknown, and profanity is rare among the men. Wherever they have gone, they have produced men of literary distinction; and wherever admitted to equal privileges, they have been found in the high places of the land.

But, in order to form a just estimate of the Jews, we must consider them as they appeared in their own land, and under their own nationality. Their religious teachers often denounced them as a wicked and rebellious people, but it was not meant that they were more wicked and rebellious than others. What nation of ancient or modern times might not be inveighed against with equal justice! When compared with others, they had no equals in their day, and have exercised a greater influence upon the world than any or all other people combined.

The Jews were the only free, self-governing, law-abiding people of antiquity. The best public wisdom of after-times was drawn from their laws and customs. They were distinguished for military prowess, for industry, agricultural skill, and for general intelligence. Jerusalem, in the days of Solomon, was the Athens of the world. And when carried into captivity, wherever they went, whether to Egypt, Assyria, Medea, or Persia, they exerted a strong influence, and many of them rose to exalted stations.

The influence of the Jewish literature on the world of letters was very great. Plato drew his philosophy largely from Moses. Much of the Grecian thought was derived through the Phœni-

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cians from the Jews, and was through the Greeks transmitted to the Romans. Egypt also, during the enlightened period of the Ptolemies, received a powerful literary impulse from the Jews. In fact, the intellectual qualities and achievements of the Hebrew race have never been surpassed. In history, in statesmanship, in military renown, in poetry, in eloquence, in music, and in the true philosophy of life, Judea can safely challenge comparison with any nation of ancient or modern times.

The Hebrew Constitution contained all the cardinal principles which are considered as settled in the most advanced nations of modern times. Its Constitution, so far as we know, was the first to make *the people* the source of political power. Its nationality, made up of local sovereignties, exerted a greater influence in the construction of our Federal government than is generally known.

Before passing from the history of this ancient people, I wish simply to suggest a broad religious view of the facts presented, which seems to be worthy the attention of all believers in the divine origin of the Holy Scriptures, and which cannot be offensive to either Jew or Christian.

We might naturally expect *a priori* that the fundamental principles of a civil polity, prescribed by Almighty God, would be the *true principles* of government, adapted to all people in all time; and that, as the world progressed in civilization, these principles would gradually be adopted, and that, ultimately, they would prevail over the earth.

As already intimated, such has been the fact with regard to the great democratic characteristics of the Jewish polity, as proved by long experience. So was it equally the fact with regard to its whole system of jurisprudence. So, also, with regard to its military policy, which tended to peace. So with its opposition to the vast accumulation of lands in the hands of a few individuals; and so with its policy of making agriculture the basis of the prosperity and happiness of the State. So with the inviolability of property and the sacredness of family relation, with personal integrity, and the sanctity of human life.

Now, among these fundamental principles do we find *education*

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—the education of the whole people, and that, too, with a special view to their thorough training in the Constitution, laws and history of their own country, whereby alone they could be prepared for the duties of citizenship. And here in this divinely constituted system of government do we find, linked together, *universal suffrage and universal education!* What, therefore, God hath joined together let not man put asunder!

[This line of remark was suggested by the reading in Gen. Eaton's report of several testimonies, which he collected from Jewish Rabbis in this country, and which are in accordance with the statements made above. Christian writers on the Hebrew commonwealth agree with the Jewish, as to the educational feature in the national Constitution.]

PUBLIC EDUCATION IN AMERICA.

Canada has a thorough school system, and some of the South American States have made a beginning; but in the United States public free schools have found a most congenial home. The founders of the Republic, with one consent, announced that the national edifice rested chiefly upon the two pillars—virtue and intelligence—among the people. And all know how proverbial the sentiment has been over the whole land, in spite of a small voice whispering here and there that education was properly a prerogative of the higher classes. General Washington and Thomas Jefferson, the first and third presidents of the United States, were strong advocates not only of universal education, but of education maintained at public expense. The former in his farewell address says: "Promote as an object of *primary* importance institutions for the *general diffusion* of knowledge. In proportion as the structure of government gives force to public opinion, it is *essential* that public opinion be *enlightened.*" Jefferson said: "A system of general instruction, which shall teach *every description of our citizens, from the richest to the poorest,* as it was the earliest, so it shall be the latest, *of all the public concerns* in which I shall permit myself to take an interest."

These great Virginians, who stood highest among the fathers of the Republic, uttered the sentiment which prevailed amongst the wise and good in all sections of the country.

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It will presently be shown that the first provision made for a free school in America was made in Virginia; but, previous to the Revolutionary war, public free schools had not been put into successful operation in any except the New England colonies. Soon after the achievement of independence, methods of educating the people came under discussion, and one State after another adopted the public system, until it became the settled policy among the non-slaveholding States. In the South the subject was complicated by the peculiarities of its social system; but in many, possibly in all even of the slaveholding States, something was done in the same direction, enough to commit all such States fully to the *principle* of public education—that is, to the doctrine, that the education of all citizens is not only of prime importance, but is a fit and proper object for public expenditure. That Virginia was among these States will presently appear.

To-day it may be affirmed, almost without qualification, that public free education, in the elements of knowledge, is *universal* in the United States. In some of our Southern States the system is not yet well established, and working successfully. This is not surprising, when the discord and misrule existing in the most of those States is considered; but whatever errors or iniquities may have been committed by the professed friends of education, nothing can prevent the ultimate and permanent establishment of the public free school system in all the thirty-seven States now forming the Union, and in all States which may hereafter be admitted. The system is working vigorously in the District of Columbia, and is coming into existence in most of the territories.

It is estimated that more money is annually expended for public education in the United States than in any country in the world, not excepting Prussia; and the methods on which it is conducted are probably inferior to none.

PUBLIC EDUCATION IN VIRGINIA.

Much sport is made of the reply which Governor Berkeley gave in 1670 to the English commissioners, who addressed to him inquiries as to the condition of the colonies: "I thank

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God there are no free schools, nor printing, and I hope we shall not have these hundred years;" but Governor Berkeley was not a fair representative of the Virginia spirit in any respect. It is true, that neither schools nor printing flourished in the colony at that period; but provision was made for public education almost cotemporaneously with the original settlement of the country. The first movement contemplated the establishment of a college for the education of Indians. Its plan was subsequently enlarged, and the location for it made on the north bank of the James, just above what is now known as Dutch Gap. Holmes, in his Annals of America, vol. 1, p. 157, gives the following account of it:

"The King of England having formerly issued his letters patent to the several Bishops of the kingdom for collecting money to erect a college in Virginia for the education of Indian children, nearly £1,500 had been already paid toward this benevolent and pious design, and Henrico had been selected as a suitable place for the seminary. The Virginia Company, on the recommendation of Sir Edwin Sandys, its treasurer, now granted 10,000 acres of land, to be laid off for the University of Henrico. This donation, while it embraced the original object, was intended also for the foundation of a seminary of learning for the English."

But Henrico College was to have a feeder. Provision was made for a great *free school* in 1621, one year after the Mayflower had touched Plymouth Rock, and twenty-two years before New England began her educational system. The early free school movement in Virginia is mentioned by most of the historians, and is thus described in Holmes's Annals, vol. 1, p. 173:

"A free school was founded in Virginia. An East India ship having returned from India to England, the ship's company, incited by the example and persuasions of Mr. Copeland, their chaplain, contributed £70 toward building a church or a free school in that colony. Thirty pounds more were given by one unknown person, and £25 were afterwards added by another.

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An unknown person also gave forty shillings, yearly, for a sermon before the society. Many excellent religious books, of the value of £10, and a very valuable map of all that coast of America, were also sent by a person unknown for the college at Henrico. Mr. Thomas Bargrave, a preacher at that place, gave a library, valued at one hundred marks; and the inhabitants made a contribution of £1,500, to build a house for the entertainment of strangers. It was determined to build a free school in Charles City, which was thought to be most convenient to all parts of the colony, and it was named *The East India School.* The company allotted, for the maintenance of the master and usher, 1,000 acres of land, with five servants and an overseer. This school was to be collegiate, and to have dependence on the college at Henrico, into which, as soon as the college should be sufficiently endowed, and capable of receiving students, pupils were to be admitted and advanced according to their deserts and proficiency in learning."

But these liberal schemes came to a sad termination the very next year in consequence of the great massacre of the colonists by the Indians under Opechancanough. The cause of education thus received a check, from which it only began to recover, when, thirty-nine years later, William & Mary College was founded.

The duty of providing the means of education from public funds has, however, never been seriously called in question in our State. So far as there have been differences among our legislators, they have been not concerning the principle involved, but as to the mode and extent of applying the principle. It will be seen by the following brief sketch that, coëval with our independence, the Legislature of Virginia gave special consideration to the subject of popular education. Previous to the Revolutionary War, several of our Virginia statesmen had cherished a great admiration for the institutions of New England. Considering the moral chasm which now exists between the sections, one is amazed, who now reads for the first time the strong language of approval which such men as Patrick Henry and Richard Bland Lee employed in commending the peculiarities of the New England system in that day. Thomas

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Jefferson imbibed so deep a conviction of the value of the public school system then in vogue in New England, that he gave all his powers to secure its full adoption by the State of Virginia. In 1779, in the midst of the war, Mr. Jefferson and George Wythe, as members of a committee, made a report to the Legislature embodying this system of education. The Legislature finally adopted Mr. Jefferson's system in 1796, but inserted a provision allowing each county court to declare when the system should go into operation within the limits of its jurisdiction. This proviso was the means of defeating the plan; for at that time the county courts were in unfriendly hands.

But Mr. Jefferson's zeal in the cause never flagged. As late as 1820, in writing to Joseph C. Cabell, Esq., he uses this language:—

"Surely, Governor Clinton's display of the gigantic effort of New York toward the educating of her citizens will stimulate the pride as well as the patriotism of *our Legislature* to look to the reputation and safety of our country, to rescue it from the degradation of becoming the Barbary of the Union, * * * To that condition it is fast sinking."

But the Legislature of Virginia has in her State policy given preference to internal improvements over popular education; yet it has never at any period been wholly indifferent to the educational wants of the people. As early as 1810 an act was passed which founded the State "Literary Fund," which grew by accretion, until at the opening of the late war it had nearly reached the sum of $2,000,000. The proceeds of this fund were designed to be used exclusively for common-school education. Its original nucleus consisted of fines, forfeitures, and escheats. To this was added the debt due to Virginia from the United States, for claims connected with the Revolutionary war and the war of 1812.

In 1811, one year after the creation of the Literary Fund, an act was passed concerning the Fund, containing the following preamble:—

"Whereas, it is provided that the Literary Fund shall be

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appropriated to the sole benefit of schools to be kept in each and every county in this Commonwealth, an object equally humane, just, and necessary, involving alike the interests of humanity and the preservation of the Constitution, laws and liberty of the good people of this Commonwealth, the present General Assembly solemnly protest against any other application of the said funds by any succeeding General Assembly to any other object than the education of the poor."

In 1819, and afterward for some years, $45,000 was annually divided among the counties from this Fund. In 1821, the then incipient University began to receive $15,000 *per annum* from this Fund, and the appropriation continued until some time during the late war. By the year 1849 the sum divided among the counties was $70,000, and by 1860 the Fund was yielding $80,000 for apportionment. For some years previously the Military Institute had received $1,500 annually from this Fund. The Fund has yielded nothing since the war, as is elsewhere stated.

THE PAST PRIMARY SCHOOL SYSTEMS OF VIRGINIA.

Mr. Jefferson's plan, as embodied in the act of 1796, had in it the elements of a thorough free school system for the free population. It provided that in each county three school trustees should be chosen by the people. These officers were called "aldermen," and were clothed with plenary powers. They were to estimate the amount needed for supplying the people with free schools in their respective counties, and it was made the duty of the sheriff to raise the amount by tax on property. The schools were called in this act simply "public schools." Information is wanting as to the action of counties in regard to this law; but the system certainly made but little, if any, progress in the State, and the law became a dead letter for the reason heretofore given.

Before passing from this school act, it is worth while to call attention to the sentiments adopted in those days by the Legislature of Virginia. In the preamble of the act of 1796 occurs these words:—

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"Whereas, upon a review of the history of mankind, it seemeth that—however favorable republican government, founded on the principles of equal liberty, justice and order, may be to human happiness—no real stability or lasting permanency thereof can be rationally hoped for, if the minds of the citizens be not rendered liberal and humane, and be not fully impressed with the importance of those principles from whence those blessings proceed: With a view, therefore, to lay the first foundations of a system of education, which may tend to produce those desirable purposes," &c.

The act of Assembly of 1810 struck the educational idea which proved to be the most acceptable to the ruling classes in Virginia, and which, although wholly unsatisfactory in operation, was pertinaciously adhered to for fifty years. It has commonly been spoken of as the "*pauper system*," because only the children of the indigent received any benefit. The support of the system came entirely from the Literary Fund. Each county court was required to appoint from five to fifteen school commissioners, who, at first, were not allowed to use the money apportioned for any purpose but paying the tuition of poor children in primary schools. About the year 1849 they were allowed to expend five per cent. of the money for the purchase of books, and other contingencies; and any unexpended balance might be contributed to the support of poor young men in academies or colleges, in the counties where the surplus might occur. The clerk of the board of school commissioners, for taking the census of children, and other official services, might receive a salary not exceeding ten dollars a year! The other commissioners received nothing. Finding that the system had not been very vigorously administered, the school commissioners were instructed by law to appoint an officer of great possibilities, known as "county superintendent of schools." A very proper list of duties was assigned to the officer; and in order that the services of a competent man might be secured, and he be stimulated to an energetic discharge of his duties, he was made treasurer of the money apportioned to his county, and allowed to retain five per cent. of the money he disbursed, which gave him an income of fully

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twenty-five dollars a year; except in the smaller counties, where he got less!

As an illustration of the economy of the "cheap method" of managing great public interests, it is worth while to call attention to a diminution which the Literary Fund suffered at one period of its history. The funds sent to the counties were so carelessly managed, and the reports were so erroneous, that a series of errors crept into the books of the Auditor, which caused a serious reduction in the amount of the Literary Fund. This was brought to the attention of the Legislature in 1822, and an act was passed with a view to securing more care and system in the management of the funds. Then, for the first time, were uniform blank forms furnished to the school officers for accounts and reports.

By means of the "pauper system," a large number of poor children received the rudiments of an education, who would otherwise have remained totally illiterate; but the system could not be regarded as even a tolerable substitute for a general system of education. It has passed away forever, and let it be dismissed with the single remark, that no system of education, based upon a discrimination between poor people and others, can ever be made to harmonize with the institutions or public sentiment of our country, and no set of poorly paid officers will ever give efficiency to any system.

But besides the great "pauper system," and besides certain special acts for particular counties, the Legislature of 1845–'6 adopted a "Free school system," which any county had liberty to adopt by a vote of the people. The only particularly good feature in this system was, that the County Board of School Commissioners fixed the amount needed for the support of schools in the county, and the court, or town council, was required to order the necessary levy. Several counties adopted the system, but with what results I have not been able to ascertain particularly. My impression is, that it was not generally successful. It could not have had any high degree of success, worked as it was by officers, whose remuneration was a mere trifle, whilst the duties to be performed were numerous, and indispensable to success.

But these different schemes of public education, although

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partial and unsatisfactory, demonstrate the truth of my declaration, that Virginia has from the beginning admitted the propriety and duty of the State's making provision for the education of her people. And I have chosen this recital of facts, not only as being interesting, but as being perhaps the most effective way of disposing of those objections to the public free school system, which are founded on its alleged agrarianism. The Virginia Legislature has not in the past been impressed with objections of that sort, and probably will not be in the future. As heretofore remarked, the only controversy which has ever existed has been as to what should be the framing of the school system, whether it should be partial or general, if general, whether by counties or by the State. The experience of the State, with former systems, will tend to render the present mode stable.

EMANCIPATION AND ITS HISTORICAL CONSEQUENCES.*

In my report made to the Legislature, March 28, 1870, I stated that the pauperism in Southern Europe and England came from the neglected freedmen of the Roman Empire and

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* Many of the facts adduced under this head may be found in a work entitled, "History of the Working and Burgher Classes, by M. Adolphe Granier De Cassagnac." It is a French work, very recently translated by Ben. E. Green, of Georgia, whose attention was called to the book in 1868 by the late Stephen Colwell, of Philadelphia. Mr. Green has done a good service by making this valuable work accessible to readers of English. It should be read and pondered by every Southern man.

Mr. Green misunderstood Mr. Colwell as to the period when the latter met with Cassagnac's work. He states in the preface, "When the war was over, he [Colwell] went to Paris, and again shut himself up in the libraries of that city. There he found De Cassagnac's History, &c. Struck with the great erudition of the work, and its peculiar views, he went to a book-dealer and gave orders for the purchase of every copy that could be found for sale in Paris. It was out of print, and he could only secure three copies."

Mr. Colwell was acquainted with that book many years ago, as I know from my private intercourse with him, and as any one can be convinced by referring to the 353d page of "New Themes for The Protestant Clergy"—a work published by Mr. Colwell in 1852. In the Appendix to that work, every word of which was written by Mr. C., he gives a special notice of this book of Cassagnac's.

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of the Feudal Barons. This was true, and I might have added, that pauperism came into the world everywhere as a consequence of the emancipation of slaves, and that a very large proportion of the crime committed in past ages originated in the same source. As this is a subject of great moment to us at this time and in this connection, I will sketch briefly the history of slavery, and the evil effects which have heretofore attended sudden emancipation, so that all may see the need of vigorous measures to counteract these evils in our case.

Slavery became an element in the social fabric at a very early period in the history of the human race; and there is very little doubt that for many centuries, perhaps for thousands of years, it was universal. As long as this was the case, there was no pauperism worthy of public attention, because masters and slaves, having a community of interest, took care of each other. For the same reason, there was but little temptation to resort to vicious means of livelihood.

As long as emancipations were few, and generally the result of meritorious conduct, no material change in society followed from their occurrence; but when from the system of servitude having become unprofitable, or as the reward for military service, or under convictions of duty, large bodies of slaves were emancipated, the most marked effects upon society speedily followed.

The first result was, that the great body of liberated slaves left the domains of their former owners, and congregated in towns, only a few remaining in the country as peasants. It was not before the freedmen became a formidable power in society by reason of the combinations which they formed for their mutual protection. Their leaders formed them into leagues, which became widespread and powerful, and from which descended the vast trades-unions of Europe, one hideous form of which we have lately seen rampant in the Paris Commune.

History testifies clearly to the fact, that freedmen in every age, feeling their individual weakness, have banded themselves together, not to injure others, but to protect themselves. On occasion, such associations may wield their power with immense effect for good or evil; and they can be broken up only by such a manifestation of good will on the part of society toward their

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members as will relieve them of all apprehension of neglect, injustice or oppression.

The freedmen of ancient times speedily fell into two classes, which became very distinct—the industrious and the idle. The most enterprising, many of whom had been educated whilst in slavery, built the towns, especially the walled towns, of ancient times. Cassagnac contends that these people originated the Burgher classes, or townspeople, of Europe: the slave-owners, who were the lords of the soil, feeling no need of the mutual protection afforded by town life, preferred the independence of the country. Besides those who acquired property, there were some who were more or less inclined to work, but who never rose above the condition of hirelings. These, of course, were valuable to society; they all, however, labored under the prejudice of caste, although commonly there was no difference of race between them and their former owners—an illustration of the fact that the repugnance to freedmen is not wholly the result of difference in race. Horace was made to feel keenly that he was the son of a freedman. Some of the Roman Emperors had the same origin, and it was often hurled at them scornfully. The slaves had dropped their chains; "but their necks remained with the hair rubbed off, like the dog in the fable."

But there was another large class of freedmen (how large in proportion cannot now be determined, or even conjectured,) who became a terrible nuisance. Starting, as the freedmen did, with the face of society against them; most of them without education, without moral training, without the knowledge of high motives or tastes, without property, without experience in providing for themselves, with no means of living except the chance-openings of an overstocked labor-market—it is not surprising that large numbers of them should soon suffer want, and be ready to resort to any means, good or bad, whereby they might be kept from suffering. Of course, beggary, stealing, and prostitution would come in force, and having come, would still farther degrade the wretches who practiced them, until all habits of industry and all aspirations after an honest life would be lost. And, worst of all, there was vitality enough left in the mass for the reproduction of itself, and thus for fastening

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permanently upon society the most gigantic evil known in the history of civilization. And so will vitality enough be left in our Negro race to reproduce itself, however great may be its vices. A stream may become very foul, and yet flow on.

The governments of the Old World have been baffled for ages in trying to manage this mass of corruption and misery. It is only in our day that the most of them have reached the solution of the problem, which is so simple that it seems strange they did not learn it long ago—that the proper and only means of dealing with depravity and pauperism, is to educate and Christianize the depraved and the poor.

One point deserves special comment: The largest emancipations in the Roman Empire occurred in the second and third centuries under the Christian influence, which had become controlling. This influence, exerted for the destruction of slavery by the professors of Christianity in the early centuries, was not in the way of attacking the institution; for the lawfulness of the relation between master and slave was too plainly recognized all through the sacred writings for the early Christians to think of denying it, or of disparaging those who chose to be slave-owners. But Christ had by his teachings brought all races and conditions of mankind into one family, both natural and moral, and the principle thus laid down would inevitably work toward universal freedom, and would ultimately accomplish it; but that it was not designed to produce sudden and violent changes, is evident from the whole tenor of the lives and teachings of Christ and his Apostles. And those early Christians seem to have erred, first in precipitating a result which should have followed long and careful preparation, and then more seriously still in leaving the freedmen to struggle alone against all the adversities of their situation—and in failing to do what was necessary in order to avert from society the evil consequences of what they had done. It is true that after beggars, and thieves, and prostitutes had become a formidable scourge, the Christians, in the spirit of their master, established hospitals and asylums; but they could then only mitigate a disease which was beyond their skill. Society, from various causes, gradually collapsed, religion became corrupted,

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hordes of barbarians overthrew existing civilizations, and the night of the dark ages settled upon the earth.

Large, however, as were the emancipations just mentioned, slavery was by no means eradicated. Under the domination of the Goths, and their northern colleagues, the roots of slavery sprouted afresh, and grew almost unchecked from the fifth to the twelfth century. About the latter period large emancipations began again to occur, with a repetition of former results, varied, however, in intensity, according to the terms on which the emancipations were effected. In France, the slaves were emancipated on a gradual system; in England, suddenly; consequently France, though saddled with a heavy load of pauperism, suffered less from emancipation than did England.

EMANCIPATION AND PAUPERISM IN ENGLAND, AND HER WEST INDIA COLONIES.

The millions of paupers covering England, and burdening its treasury, came principally from the many freedmen emancipated without precaution during the fifteenth and sixteenth centuries, and cast, without provision, upon society. For a time the monasteries fed and supported vast numbers of them; but when the monasteries were destroyed, a prodigious fungoid growth of pauperism appeared upon the body politic. The history of the treatment of these poor people in England is full of instruction to the statesman. The monasteries, having at first taken charge of them, became the almoners of vast contributions bestowed for this special purpose; but when these charitable institutions were broken up, three-fourths of this great benevolent fund was alienated for church purposes, and the poor people were driven out upon the world and treated as criminals.

Legislation during the reign of Henry VIII was characterized by its fixing upon the unemployed poor the epithet of "vagabonds," and by inflicting the penalties of whipping, cropping, branding, and death for the offence of being vagabonds. One of the darkest pages of English history, is that which records the fact that twenty-eight thousand of these

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people were hanged during the reign of that sovereign for being "vagabonds,"—that is, for being poor and unemployed; unemployed in many cases because, like the men in the Saviour's parable, who were found standing idle in the market-place, "no man had hired them."

After the church had given them up, they seemed to be utterly without friends. Parliament, from a mere show of decency, was compelled to do something to keep them from dying in the streets and highways; but the laws enacted ostensibly for their benefit are simply shocking to humanity. The poor are by law required to keep within prescribed bounds, under penalty of starvation or physical force. They are forbidden to ask help from anybody. They are turned off the lands, and, as with the Roman freedmen, compelled to take refuge in the towns. There, without judge or jury, they are convicted of poverty; husbands, wives and children separated like beasts, and put to hard labor. In short, they are regarded as a public nuisance, to be abated by any means short of murder.

Of course, the next step was boldly to deny the helpless poor the right of existence upon the earth, as was done by some English publicists. Malthus, one of England's most distinguished writers on population, uses language which evinces a thorough contempt for the precepts of Jesus Christ, and the natural claims of man upon man, notwithstanding the writer wears the robe of a Christian minister. Here are some of his words:

"A man born into a world already possessed, if he cannot get subsistence from his parents, on whom he has a just demand, and if society does not want his labor, has no claim of right to the smallest portion of food, and, in fact, has no business to be where he is. At Nature's mighty feast there is no cover for him. She tells him to be gone, and will quickly execute her own orders, if he does not work upon the compassion of some of her guests. If these guests get up and make room for him, other intruders immediately appear, demanding the same favor. The report of a provision for all that come, fills the hall with numerous claimants. The order and harmony

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of the feast is disturbed, the plenty that before reigned is changed into scarcity, and the happiness of the guests is destroyed by the spectacle of misery and dependence in every part of the hall, and by the clamorous importunity of those who are justly enraged at not finding the provision they had been taught to expect. The guests learn too late their error in counteracting those strict orders to all intruders issued by the great mistress of the feast, who wishing that all her guests should have plenty, and knowing that she could not provide for unlimited numbers, humanely refused to admit fresh comers when her table was already full.—[Malthus on Population, first edition; and see sixth edition, vol. ii. p. 337.]"

The errors, not to say the crimes of England, in the treatment of her poor people, furnish a warning to us, which should not be disregarded.

The whole literature of English pauperism, although very voluminous, strangely, and almost entirely, omits from its endless schemes the only true method of reaching the heart of the difficulty: namely, the moral and intellectual elevation of the class out of which pauperism grows. For three hundred years England has been expending enormous sums in feeding and punishing her army of paupers, and very little in educating them. All this coërced expenditure looks like a retribution upon that otherwise noble nation, for her perversion of the monastic funds, which if preserved for the purpose for which they were given, and judiciously applied, would not only have fed and clothed, but educated all the freedmen of the realm. The best authorities put the yearly value of the monastic property at fifty millions of dollars. Now behold the state of things! One-eighth of the population of England is in some form receiving public charity for their mere subsistence, at a cost of about forty millions of dollars, which has to be raised by taxation. But her statesmen after trying innumerable experiments, and seeing the great evil still growing more unmanageable, have at length, as we have seen, entered upon the work of public free education as the only hope of the country, and are in such haste for the remedy to take effect, that they have authorized school boards to compel attendance. And now the

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expense of this great system of education has to be added to the cost of sustaining the existing pauperism. Still it is better economy to bear this educational burden than to allow the disease to continue unabated.

In one or two generations the wisdom of the present movement will be fully demonstrated. But how much cheaper, not to say more worthy of a great Christian nation it would have been to have acknowledged the claims of humanity in the beginning, and to have tried to improve these poor, ignorant people, instead of trampling them under foot. Had this been done, Lord Mansfield's boasted declaration concerning the incompatibility between slavery and British liberty would have had more force. Why need England, or America either, boast of setting free the slave, if he is left in his ignorance and poverty to contend with those who have been educated in letters and in all the arts of thrift? There are thoughtful men who are of opinion that wholesale emancipations have always been effected with the design of cheapening labor for the benefit of capitalists. This may not be true either as a cause or as an effect. But when men are seen to place liberty above the real wants of humanity, it is not surprising that their motives should be questioned. Surely the United States government will soon awake to its unfulfilled obligations in regard to the freedmen.

Before leaving this subject, let us glance at England's modern work of emancipation in her colonies, and we shall find the same general results as have been seen elsewhere.

EMANCIPATION IN THE WEST INDIES.

By edict of the British parliament, slavery was abolished in these colonies in 1833. By this means all their negro slaves became free on a specified day in 1834, but they were required to remain under control of their former masters for seven years, and be it noted in passing, that the British government, although thoroughly abolitionized, paid the planters $100,000,000 for their three or four hundred thousand slaves. At the time of the emancipation the colonies were flourishing, but their prosperity immediately began to decline. The negroes became so unprofitable, that their masters discharged them from their

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service, so that by the time five out of the seven years had passed, none of the freedmen were considered worth keeping on the plantations. Matters rapidly grew worse, until by the year 1847 the islands had utterly lost their former prosperity, and the planters were in a ruined condition. The state of things that year proved to be the lowest depth of adversity among the planters, and of almost universal and unmitigated worthlessness among the negroes. This was thirteen years after the fact of emancipation!

Considerable effort had been made by the churches to bring the freedmen under the influence of education and religion, and with sufficient success to have justified more liberal and systematic expenditure; but England had not yet learned that education was as important to the laboring poor as to others, and that capitalists were also benefited by having an intelligent class of operatives. It was not yet seen that labor might be cheap, and yet the product costly, and the profits little or nothing, even when labor was cheapest. Hence the means employed for the elevation of the negro were irregular, and very inadequate to the extent of the work; and hence the same results followed which had succeeded emancipation in all ages. A portion of the freedmen rose in the scale, the rest sunk into idleness, pauperism and crime.

Dr. Davy, the resident inspector of hospitals, in his able and calm work on the West Indies, written twenty years after the edict of emancipation, and written in a spirit of the utmost kindness to the freedmen, and in full sympathy with the emancipation movement, gives many facts, which are worthy of our study at this period of our history. He states (page 322) that in the island of Trinidad alone more than a million pounds sterling had been sunk in about twelve years by the sugar planters on the same plantations where they had formerly reaped large profits. Indeed, the whole account which he gives of the struggles and adversities of the West India sugar planters, after the emancipation had been effected, is as descriptive of the present condition of our Virginia planters as if it had been so intended.

Dr. Davy seeks for a variety of causes to account for the decadence of the colonial prosperity, but when we turn to the census

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tables there is a single cause discovered, which is sufficient of itself. One-fifth of the entire population had collected in towns—the old story—and these had no occupation.

The island of Barbados was the most prosperous of the colonies, yet in its principal town, Bridgetown, by the census of 1851, containing a population of 20,026, there were 11,871 without fixed employment. The total population of this island was 122,198, and of these 73,098 were returned as without fixed employment. Of course, the most of these must have done something occasionally; but in a report to parliament made in 1852, this sort of population is described as "having no visible means of gaining a subsistence." What was true of Barbados was true of all the colonies which contained a total population of near a million. Something like one-fourth of the adult laboring population were unemployed, living no one could tell how.

Dr. Davy places insufficient means of education among the chief causes of the wretched state of things on the island. He commences the subject by saying (page 529): "As regards education and instruction, it must, I fear, be admitted that the measures taken have been far from adequate, and that the consequences have been, since the time of slavery, either a very slow improvement, or none at all, and a great danger of relapse into barbarism."

The subsequent history of these British colonies has been a reproduction of the history of preceding emancipations. Some of the freedmen reached upward and improved their condition, and were valuable members of the community. The most of them failed to rise, and many sunk into vagrancy and pauperism, and even into downright barbarism. What is the true proportion between these classes is very difficult to determine with certainty, because observers generally are partizans for the doctrine, either of failure or of success of emancipation. The islands have now certainly returned by some means to their aggregate of sugar production. But it must be noted that the freedmen became so unsatisfactory as laborers, that the planters had made large importations of fresh labor from Africa. Ben. E. Green, of Georgia, a most competent witness, has visited these islands within the last three or four years, and he makes

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this strong declaration: "Pauperism and beggary have become by emancipation the normal condition of three-fourths of the freedmen."

It has frequently been asserted by travelers, that a portion of the freedmen there have reverted to their African superstitions. To what extent this is true it is hard to ascertain, but that such is the fact to some extent is freshly corroborated by the latest book on these islands, entitled "A Christmas in the West Indies," by the Rev. Charles Kingsley, of the Church of England, who was there in December last.

Among his incidents of travel on the Island of Trinidad, he gives the following (page 268):—

"But the '*pièce de résistance*' of the day was to be the examination, and probable committal, of the Obeah-man of those parts. That worthy not being satisfied with the official conduct of our host, the warden, had advised himself to bribe, with certain dollars, a coolie servant of his to 'put Obeah upon him;' and had, with that intent, entrusted to him a charm to be buried at his door, consisting, as usual, of a bottle containing toad, spider, rusty nails, dirty water, and other terrible jumbiferous articles. In addition to which attempt on the life and fortunes of the warden, he was to have promised the coolie forty dollars if he would do the business thoroughly for him. Now the coolie well understood what doing the business thoroughly for an Obeah-man involved; namely, the putting *brinvilliers*, or other bush-poison, into his food; or, at least, administering to him sundry doses of ground glass, in hopes of producing that 'dysentery of the country' which proceeds in the West Indies, I am sorry to say, now and then, from other causes than that of climate. But having an affection for his master, and a conscience likewise, though he was but a heathen, he brought the bottle straight to the intended victim; and the Obeah-man was now in durance vile, awaiting further examination, and probably on his way to a felon's cell.

"A sort of petition, or testimonial, had been sent up to the Governor, composed apparently by the hapless wizard himself, who seemed to be no mean penman, and signed by a dozen or more of the colored inhabitants, setting forth how he was

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known by all to be far too virtuous a personage to dabble in that unlawful practice of Obeah, of which both he and his friends testified the deepest abhorrence. But there was the bottle, safe under lock and key; and as for the testimonial, those who read it said it was not worth the paper it was written on. Most probably every one of these poor fellows had either employed the Obeah-man themselves, to avert thieves or evil-eye from a particularly fine fruit tree, by hanging up thereon a somewhat similar bottle—such as may be seen, and more than one of them, in any long day's march. It was said again, that if asked by an Obeah-man to swear to his good character they could not well refuse, under penalty of finding, some fine morning, a white cock's head—sign of all supernatural plagues—in their garden path, the beak pointing to their door; or, an Obeah bottle under their door-step; and either *brinvilliers* in their pottage, or such an expectation of it, and of plague and ruin to them and all their worldly belongings, in their foolish souls, as would be likely enough to kill them in a few months of simple, mortal fear.

"Here, perhaps, I may be allowed to tell what I know about this curious question of Obeah, or Fetish-worship. It appears to me, on close examination, that it is not a worship of natural objects; not a primeval worship—scarcely a worship at all; but simply a system of incantation, carried on by a priesthood, or rather a sorcerer class; and this being the case, it seems to me unfortunate that the term Fetish-worship should have been adopted by so many learned men, as the general name for the supposed primeval Nature-worship. The Negro does not, as the primeval man is supposed to have done, regard as divine (and therefore as Fetish or Obeah) any object which excites his imagination; anything peculiarly beautiful, noble, or powerful; anything even which causes curiosity or fear. In fact, a Fetish is no natural object at all; it is a spirit, an Obeah, Jumby, Duppy, like the 'Duvvels,' or the spirits of the air, which are the only deities of which our Gypsies have a conception left. That spirit belongs to the Obeah, or Fetish-man, and he puts it by magic ceremonies into any object which he chooses. Thus anything may become Obeah, as far as I have ascertained. In a case which happened very lately, an Obeah-man came into

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the country, put the Obeah into a fresh monkey's jaw-bone, and made the people offer to it fowls and plantains, which, of course, he himself ate. Such is Obeah now; and such it was, as may be seen by De Bry's plates, when the Portuguese first met with it on the African coast four hundred years ago.

"This habit of poisoning has not, as one might well suppose, sprung up among the slaves desirous of revenge against their white masters. It has been imported, like the rest of the system, from Africa. Travelers of late have told us enough—and too much for our comfort of mind—of that prevailing dread of poison, as well as of magic, which urges the African Negroes to deeds of horrible cruelty; and the fact that these African Negroes, up to the very latest importations, are the special practicers of Obeah, is notorious through the West Indies. The existence of this trick of poisoning is denied often enough. Sometimes Europeans, willing to believe the best of their fellow-men—and who shall blame them?—simply disbelieve it, because it is unpleasant. Sometimes, again, white West Indians will deny it, and the existence of Obeah beside—simply because they believe in it a little too much, and are afraid of the Negroes knowing that they believe in it. Not two generations ago there might be found, up and down the islands, respectable white men and women who had the same half-belief in the powers of an Obeah-man, as our own ancestors, especially in the Highlands and in Devonshire, had in those of witches; while as to poisoning, it was in some islands a matter on which the less said the safer. It was but a few years ago, that in a West Indian city an old and faithful free servant in a family well-known to me, astonished her master, on her death-bed, by a voluntary confession of more than a dozen murders. 'You remember such and such a party, when every one was ill? Well, I put something in the soup.' As another instance, a woman who died respectable, a Christian and a communicant, told this to her clergyman: She had lived from youth, for many years, happily and faithfully with a white gentleman, who considered her as his wife. She saw him pine away and die from slow poison, administered, she knew, by another woman whom he had wronged. But she dared not

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speak; she had not courage enough to be poisoned herself likewise.

"It is easy to conceive the terrorism, and the exactions in the shape of fowls, plantains, rum, and so forth, which are at the command of an Obeah practitioner, who is believed by the Negro to be invulnerable himself, while he is both willing and able to destroy them.

"The chief centre of this detestable system is St. Vincent, where—so I was told by one who knows that island well—some sort of secret college, or school of the Prophtes Diabolic, exists. Its emissaries spread over the islands, fattening themselves at the expense of their dupes, and exercising no small political authority, which has been ere now, and may be again, dangerous to society. In Jamaica, I was assured by a non-conformist missionary, who had long lived there, Obeah is by no means on the decrease; and in Hayti it is probably on the increase, and taking—at least until the fall and death of Salnave—shapes which, when made public in the civilized world, will excite more than mere disgust. But of Hayti I shall be silent, having heard more of the state of society in that unhappy place than it is prudent, for the sake of the few white residents, to tell at present.

"But enough of these abominations, of which *I am forced to omit the worst.*"

This extract portrays the Fetishism as it is found among the native freedmen. The later importations of Africans and coolies practice all their peculiar heathenish rites, many regularly established and largely frequented heathen temples being seen by the traveler.

It will presently be shown that our colored people have reached a point of civilization which renders it improbable that they will relapse, to any considerable extent, into such practises as those described; but evidences have been adduced on different occasions which prove that the germs of these very superstitions exist among this population, particularly in some of our more southern States, and would no doubt extend, and perhaps become formidable, if neglected. But it is well known that the African, like the Athenians, "are in all things too

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superstitious," or, as the Greek words might have been rendered, "are in all things very religious;" and under the inspiration of his religion, whatever might be its character, the Negro has always been restrained, or led forward. Nat. Turner was a preacher, who claimed to have been inspired for his diabolical work. Whether the Negro's piety shall be that of the Seraph, which burns with a flame of true devotion, or that of the Obeah or "Duvvels," such as has been seen substantially even in some parts of our country, will depend upon the enlightenment of his mind.

THE NEGRO IN VIRGINIA.

The gravest problems presented to the people of Virginia for solution grow out of the status of the Negro. Here we have in our midst 512,841 people of color. What can be made of them? If they are to be left to themselves, we may see our future in the mirror of the past. If they can be improved, every consideration demands that they should be, for our sakes as well as for theirs. No great shifting of forces would put everything in this, as in other States, under their control. But, waiving for the present such views, let us consider these people in a purely economical light. They perform the bulk of manual labor done in Virginia, and they still have an appreciable, though not a salable value.

Every man, woman and child, of whatever "race, color, or previous condition," has a certain intrinsic value to the State, and publicists have long been trying to determine what is the average value of each. This is a very important matter for calculation, in connection with immigration, as well as the existing population. It is ably discussed by the Hon. Edward Young, Chief of the Bureau of Statistics, in his "Special Report on Immigration." The public value of a common laborer has commonly been placed at $1,000. Mr. Young shows, by conclusive reasoning, that $800 is nearer the true value. This supposes the man to be worth that sum, over and above the support of a wife and two children. The value of a man being his productive power, minus his running expenses, of course the average is affected by his degree of skill and power, and by

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everything that enters into his physical, moral and mental character. But a man with a wife and two children, who can earn $400 in wages a year and board, can pay expenses, and leave a profit of $40, which, capitalized at 5 per cent., gives $800 as the public value of the man. Our negro men, perhaps, do not, on an average, earn quite that amount, but adopting these premises, 125,000 men would be worth to the State $100,000,000. Measured by the rule of estimating slaves, which gives $300 as the average of all slaves, the amount would exceed $150,000,000. Whatever amount be assumed as the value, it is easy to see that a very slight change in the average character of the colored population produces a large result in the increase or diminution of the wealth of the State. If the average value of the laboring negro men of the State be reduced from $800 to $600, the wealth of the State is reduced by $25,000,000. If, by any means, the average could be raised to $1,000, that amount would be added to the wealth of the State. Now take annual income. It each laborer adds $40 per annum to the wealth of the State, 125,000 laborers add $5,000,000. If he could be made to earn $4 additional, the total product would equal the sum realized by the school tax. By increasing or diminishing the efficiency of the laboring population, the annual growth or diminution of the wealth of the State is powerfully affected.

Recurring now to the testimonies heretofore given as to the addition made to the efficiency of labor by education, we find that 25 per cent. at least is supposed to be added by that means, and this without taking into the account the constantly increasing value of the class that rises above the existing condition. If the negro be not an exception to the rule, the elementary education of the colored people in Virginia would add $25,000,000 directly to the wealth of the State, and $1,250,000 to their gross annual product, and this in addition to what would be added indirectly. As the laborers increase in value, everything that depends on labor rises in value in like proportion—lands, mines, water power, and all crude material.

Another practical view, connected with their education, may be mentioned here, although not exactly pertinent, viz: that if there be schools for colored people in towns, as there will be, and none in the country, the farmers will have but little labor,

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except the most worthless class, who do not value education. Disseminate privileges, and you distribute labor. There are a thousand views of the subject which the thoughtful man may follow out, and the farther he goes in the investigation, the more he is impressed with the magnitude of the interests which are involved in this question of educating the colored people. In the presence of such views, how insignificant does the cost of this education appear when compared with its vast results. The only rational doubt which can arise comes from the alleged imbecility of the negro. Does the general rule apply to him, or should he be considered an exception? This being as vital a question as any which has been suggested, it should be carefully considered.

THE IMPROVABILITY OF THE NEGRO.

The civilized world having, with a few local exceptions, settled upon universal education as the best means of improvement for the entire population, the weight of presumption is so immensely in favor of its adoption by all States—in fact the argument is so overwhelming—that those who oppose its application to the Negro, can hope for a hearing at the bar of enlightened public opinion only by showing that he is an unfit subject for educational effort. Those who wish to make an exception of him, assert that his intellect is too feeble to be materially benefited by attempts to educate him.

Waiving for a moment the question of fact, I observe that the objection is based upon an utterly untenable principle, viz: that education is suited only to strong intellects. Without going into an abstract argument, or more than alluding to the proper definition of education, I simply appeal again to the verdict of mankind as being against every such doctrine. Savages, indeed, act on the idea that all the weak, deformed and diseased members of society should be left to their fate; but Christian civilization is remedial in all its doctrines. Poverty, ignorance, mental derangement, imbecility, the loss of the limbs or the senses, bodily disease and moral depravity, are all taken under the guardianship of society, and the highest intelligence and the most liberal expenditure are devoted to their relief and

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improvement. So that, to say the least, the man who would abandon the negro to ignorance on account of his supposed mental inferiority, is out of harmony with the spirit of modern philanthropy.

But such an idea is equally out of harmony with the common sense of mankind, as expressed in every-day practice in respect to everything used by man that has life in it, both animal and vegetable. Men are constantly engaged in training and improving dogs, horses, and all other domesticated animals: and whether these animals be for service or amusement, they are all rendered more valuable by careful training. And what is agriculture and horticulture, but the education of plants and vegetables! All admit, practically, the value of instruction with regard to the human beings about them. The disposition to teach the ignorant is one which is always exhibited by all human beings, and which strengthens in every man in proportion to his own culture of mind and heart.

This mode of treating the matter is for the moment indulged in, in order to show the objector that he might easily be overthrown on his own ground. But it is utterly denied that there is any such difference between the two races in susceptibility of improvement, as to justify us in making the Negro an exception to the general conclusion of mankind in respect to the value of universal education. The Negro has deteriorated, but is capable of great improvement. If neglected now, as surely as physical degradation accompanies mental, he will continue to deteriorate, even in our American land. But under favorable circumstances, he rises. The Island of Madagascar is peopled chiefly by Negroes, who have within the present generation exhibited splendid qualities.

It has long been known that some of the native Africans were readers of the Arabic language, but it has only been recently discovered that millions of them are habitual readers of the Koran. These reside chiefly in central and western Africa, and having thrown away their Fetishism, have embraced Mohammedanism; which is a great advance in religious faith. Mohammed accepted the main facts of the true religion, but overlaid them with many silly and debasing superstitions. One of the laws of his religion was that the Koran should

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never be translated from the Arabic into any other language. In consequence of this, wherever the Koran goes, the Arabic language is propagated. It has now been discovered that the best method of introducing the Gospel and Christian literature generally among the Mohammedan Africans, is through the Arabic language, which will thus prove a providentially prepared vehicle for the dissemination of the Gospel in Africa, as the Greek was in its dissemination over the Roman Empire. With a view to extended operations in this direction, the Rev. Henry W. Blyden, A. M., Fulton Professor in Liberia College, a pure Negro, a man of fine intellect and a good scholar, spent the summer of 1866 on Mt. Lebanon in order to acquire facility in the Arabic language.

This remarkable movement originated curiously. Some forty or fifty years ago, a slave who had been imported from Africa was imprisoned in North Carolina, and during his incarceration he covered the walls of his prison with petitions written in Arabic. An Arabic translation of the Holy Bible was placed in his hands, and by the reading of it he became a Christian; and coming into possession of a humane master, he became a useful and strikingly pious man. His name was Moreau, and the incident was published at the time by Francis S. Key, through whom the copy of the Bible was obtained; but, by means of a recent republication of the fact, the attention of the Ethnological Society of New York was called to it, and that Society set on foot inquiries in Africa which disclosed among the native tribes the extensive use of the Arabic language.

THOMAS JEFFERSON'S OPINION OF THE NEGRO.

Mr. Jefferson had a strong faith in the improvability of the African race. This will be seen evinced in the letter given below, which is addressed to a Negro, who had made an almanac and sent a manuscript copy to Mr. Jefferson, whilst he was Secretary of State under General Washington. The Negro's name was Benjamin Banneker. He was pure African, born at Ellicott's Mills, in Maryland, and was the son of a native African. He was free, and when a boy, was sent to school for a short time; but his parents being poor, he had to maintain

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himself by daily manual labor; yet, such was his thirst for knowledge that he spent all his spare time in study. He invented a good clock without ever having seen one. Astronomy became his favorite study. He borrowed some books on the subject, and determined to prepare an almanac; but being without astronomical tables, he had advanced far in the prepation of the logarithms for the purpose when George Ellicott lent him Mayer's Tables, Fergusson's Astronomy, and Leadbeater's Lunar Tables. These were a great assistance to him, but he detected errors in the calculations of both Fergusson and Leadbeater. His almanac was published in Baltimore; and Banneker was from that time treated with great consideration, especially by scientific men. He was requested by the commissioners appointed to run the lines of the District of Columbia to aid in that work; and whilst engaged in it he was one day invited by the commissioners to take a seat with them at the dinner table; but Banneker proved himself to be a gentleman by declining to accept a social position which his race had not fairly earned. He took his seat at a side-table. This little circumstance is worthy of attention, as illustrating the fact that a sound education tends to repress presumption, and to cultivate a becoming modesty of demeanor. Only the uncultivated or the fanatical wish to thrust themselves, or to thrust others into social positions where they are not wanted. A true education tends to all right adjustments.

Banneker desired the elevation of his race, but not by forced and unnatural methods. His object in sending to Mr. Jefferson a manuscript copy of his almanac, written with his own hand, as he said in an accompanying letter, was to demonstrate to the Secretary of State that the Negro mind was capable of pursuing the most abstruse investigations. The following is Mr. Jefferson's reply:—

PHILADELPHIA, PA., August 30th, 1791.

Sir:—I thank you sincerely for your letter of the 19th inst., and for the almanac it contained. Nobody wishes more than I do to see such proofs as you exhibit, that nature has given to our black brethren talents equal to those of the other colors of men, and that the appearance of a want of them is owing only

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to the degraded condition of their existence both in Africa and America. I can add, with truth, that no one wishes more ardently to see a good system commenced for raising the condition both of their body and mind to what it ought to be, as fast as the imbecility of their present existence, and other circumstances which cannot be neglected, will admit. I have taken the liberty of sending your almanac to Monsieur de Condorcet, Secretary of the Academy of Sciences at Paris, and member of the Philanthropic Society, because I considered it a document to which your whole color had a right for their justification against the doubts which have been entertained of them.

I am, with great esteem, sir,

Your most obedient servant,

THOMAS JEFFERSON.

MR. BENJAMIN BANNEKER,

Near Ellicott's lower mills, Baltimore Co.

THE CIVILIZING EFFECTS OF SLAVERY.

The advance in civilization made by the native African, wherever he has enjoyed the advantage of enslavement to a superior race, furnishes a sufficient answer to the absurdities of those who speak of the degrading influences of American slavery upon the Negro. Nothing could be plainer than the fact that the Negro has, by his enslavement in America, been changed from a very degraded savage to a respectably civilized man. This furnishes an effective premise on which we argue, first, his improvability, and second, his capacity for a far higher state of advancement than he has yet reached. Slavery in a civilized community is a good educator up to a certain point, but it does not admit of the highest developmont of the human powers.

The slaves captured by the British during the war of '76 had so much improved that, when colonized at Sierra Leone on the west coast of Africa, they appeared in striking contrast with the natives; and, under the fostering care of the British Government, that colony has continued to advance.

But the flourishing Republic of Liberia exhibits the most

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perfect demonstration, both of the elevating influence of American slavery upon the Negro up to a certain point, and of the higher development of which he is susceptible. Up to 1861, the settlers of Liberia were nearly all emancipated slaves, who carried with them the Christian ideas and habits of industry which they had acquired on Southern plantations. Thus prepared, they were enabled to profit by the privileges of freedom, and have grown into a well-ordered and prosperous nation.

It is now fifty years since the colony was commenced by the American Colonization Society, which was largely supported by the people of Virginia; and, although having to contend with many difficulties, it has made great progress. The Liberian colony cut loose from the parent society in 1846, and became an independent republic. It has advanced peacefully and steadily in every public interest, presenting a happy contrast with the attempted republics of France and Mexico.

No white man is allowed to become a citizen, or even to own real estate in Liberia. Whites may, as some do, settle among them for purposes of trade or of benevolence, but they are not allowed to vote, sit on juries, hold office, or make laws. The propriety of this is stoutly maintained by Professor Blyden, in his address on Mt. Lebanon. He gives several reasons for it—among others, the following:—

"And what is worst of all is, that there would certainly be produced a very large mixture of blood in the country. For even if this mixture could be effected without that utter corruption of morals which is always its concomitant, still this species of amalgamation would by no means be a matter of congratulation to us. The presence of a half-breed population, such as would result in that case, would form an element of discord in the land, and instead of being a link between the European and the native, would be an instrument in the hand of one for opposing the other; and under its most favorable aspects, such a population would be found entirely unsuited to the incipient civilization of a new country, and to the task of building new States."

In confirmation of his last remark, the learned professor refers to Numbers, 11: 4.

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Without discussing the advantages or disadvantages of homogeneity in a republic, one must be struck with the favorable working of the Liberian idea. Her presidents, legislators, judges, jurymen, sheriffs, and her whole population of voters are all Negroes, and the great mass of them unadulterated Negroes.

Her present condition is thus briefly sketched by Joseph J. Roberts, who went from Petersburg, Virginia, and became the first president of the republic. He is now president of Liberia College, and a man of real ability:—

"The Republic of Liberia is now a fixed fact, with all the elements of free institutions and self-government; embracing within her territorial limits at the present time about six hundred miles of sea-coast, and an interior over which she may readily acquire an almost unlimited jurisdiction whenever she shall be prepared to occupy it. Within her political jurisdiction is a population of not less than six hundred thousand souls. Of this number about fifteen thousand emigrated from the United States and other civilized countries; about four thousand are recaptured Africans, and the remainder aboriginal inhabitants; and of these, hundreds have been hopefully Christianized, and many have become, in their civilized habits, so assimilated to the Americo-Liberians that a stranger would not readily on the streets discriminate between them. In the four counties of the republic are thirteen flourishing civilized towns and villages, with their churches, school-houses, and comfortable dwellings—many of these constructed of stone and brick, and not only imposing in their external structure, but actually possessing all the necessary comforts and many of the conveniences of modern times, and reflect much credit upon the industry and enterprise of their occupants.

"The developments of agriculture and commerce are no less conspicuous. The agricultural settlements, especially along the banks of the rivers, present most encouraging prospects. Besides an increased and steadily increasing production of all minor articles, sugar and coffee (to the growth of which the climate and soil are admirably adapted) are being extensively cultivated, and large quantities of both are now annually

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exported to foreign markets. Commerce has more astonishingly increased. I can remember when not more than thirty or forty tons of palm oil, and perhaps as many tons of cam-wood, could be collected in a year for export along the whole line of coast now embraced in Liberia. The last year, though I have not at hand the official statistics, I may safely say not less than six hundred tons of cam-wood, twelve hundred tons of palm oil and two hundred tons of palm kernels were included in the exports of the republic. And these articles of commercial enterprise and wealth are capable of being increased to almost any extent.

"Ship-building for the coastwise trade has become quite a business in each of the counties. Last year three Liberian vessels, of foreign style, were despatched for Liverpool with full cargoes of palm oil, cam-wood, and ivory.

"Among the Americo-Liberians, their Christian civilization of the aboriginal tribes has always been an object of deep solicitude; and it is a source of peculiar satisfaction to know that the Christian efforts in their behalf have not been fruitless. It is no uncommon thing even now, and at all times a most pleasing spectacle, to see so many of those people, once the blind victims of heathenish superstition and idolatry, bowing side by side with their Americo-Liberian brethren at the same Christian altar, and worshipping the only true God. Nay, even more: there are now native Christian ministers and teachers in Liberia, who are laboring successfully in the cause of Christ. Most of these native ministers and teachers, members respectively of the several Christian denominations, are men of seemingly deep piety, and very respectable acquirements and talents. If time permitted, I might particularize several of these, as well as other native converts, who, as citizens of the republic, have distinguished themselves for usefulness not only in the ordinary walks of life, but also in official positions under the government."

THE EFFORTS OF THE FREEDMEN'S BUREAU.

It is well known that this Bureau, established in 1865, gave considerable attention to the education of the freedmen, and

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met with a degree of success that certainly could not have been attained among native Africans. The history of its operations is to be found in the published reports of J. W. Alvord, Inspector of Schools and Finances.

It appears that schools for freedmen were opened by some means as early as 1861, near Fortress Monroe, and at later dates during the war in various portions of the Southern territory, as they came into possession of the Federal troops. Efforts were made at the different military stations to give some education to colored soldiers, and these efforts are represented as having been successful; in some cases "whole regiments having been taught to read."

From the first the colored people of all ages showed a strong desire to acquire knowledge; and we have the testimony of our own school officers that their desire continues to this day unabated. Before the 1st of January, 1866, there were schools in eleven of the Southern States, and 90,589 pupils in these schools. The means employed came not only from the United States Government, but from churches, voluntary associations, and individuals in the Northern States. These schools were systematically conducted, and all gradually came under the supervision of the Freedmen's Bureau. The usual statistical records were kept, and the surprising fact appears that the average attendance of the pupils was nearly as high, in proportion to the enrollment, as that of the white children in the Northern public schools, and in some cases higher. There is a general agreement of teachers and superintendents in all quarters, that the colored children acquired the primary branches with facility. It was not long also before there was a demand for instruction in the higher branches of knowledge; and even there, the Negro showed no want of aptitude. In music and elocution he excelled.

These schools were multiplied as far as the funds allowed, and were sustained with unabated interest and success until the closing of the Bureau in 1870, at which time there were 2,677 schools, 3,300 teachers, and 149,581 pupils. The average attendance had constantly increased, and during the last year was nearly eighty per cent. of the total number enrolled, and fifty-eight per cent. never lost a day—a very high rate of attendance.

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This gave about forty-five pupils to the teacher. The Bureau schools were established only in the most populous neighborhoods, where attendance was easier and a more intelligent class was to be found, which, with the novelty, may help to account for the surprisingly good attendance. Besides the primary, there were under the supervision of the Freedmen's Bureau seventy-four high and normal schools, with an attendance of 8,147, and sixty-one industrial schools with 1,750 pupils. The freedmen themselves contributed about $200,000 a year toward the support of these schools. During the last year, a majority of the teachers were colored. The freedmen owned 592 of the school buildings.

The standard of scholarship among the pupils was advanced from year to year. There was about the same number attending the schools in 1869 and 1870. The actual and relative proportion of advanced pupils is seen in the following table:—

	July, 1869.	July, 1870.
Advanced readers	43,746	43,540
Geography	36,992	39,321
Arithmetic	51,172	52,417
Writing	53,606	58,034
Higher branches	7,627	9,690

Besides the secular schools, there were maintained 1,562 Sabbath schools, with 6,007 teachers and 97,752 pupils.

These facts, giving as they do the results of nearly ten years' experience in the actual teaching of Negroes in the Southern States, especially when considered in connection with our own reports, are very valuable, and fully corroborative of what has been maintained concerning the desire and capacity for learning of this large class of our population.

OTHER EVIDENCES OF IMPROVABILITY.

Besides the mass of evidence presented, there are many other evidences of their improvability, and of their disposition to adopt the habits of the whites. We everywhere see the same fondness for dress that characterized the better class of Negroes in the West Indies, after their emancipation in 1833; and the number of comfortably, and even handsomely dressed colored

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people to be seen on a Sabbath day almost anywhere in Virginia, certainly furnishes evidence of thrift, as well as of an aspiring taste. They are observed also to frequent barber-shops and restaurants, to ride in carriages, to be fond of traveling, and to attend meetings of all sorts. They have many societies among themselves, benevolent, political, and military. They have churches and preachers of their own. They rent farms, carry on stores and machine-shops; they manufacture, and they buy real estate. Their manners are generally good, and their habits orderly.

The more striking evidences of thrift are, of course, given by comparatively a small proportion of the race, and the general willingness to labor which exists among them is to be partly accounted for by the habit having been formed in slavery. But in the past history of the race in America there have always been examples of Negro shrewdness and enterprise in every neighborhood. Whilst the free Negroes of the days of slavery were an indifferent population, there were always some who were worthy and prosperous people. In Louisiana there were, and now are, colored Creoles who are merchants, bankers, and large planters, each handling hundreds of thousands of dollars. On the bayous, back of Baton Rouge, there are a number of these colored planters, who are said to be worth half a million of dollars each. And among the slaves there were not a few examples of men of noble spirit and superior capacity. With the very limited opportunities which a slave had for getting money, it is astonishing how many of them bought themselves and their families, in order to enjoy their freedom. And how common it was for them to gain money for themselves by extra work, by little manufactures, and other honest means. And it is not forgotten that during the late war, the Negroes of Richmond contributed thousands of dollars to sustain the Confederacy, and many of them stood the test of the battle-field on both sides.

A tangible evidence of present thrift among the colored people is shown by the books of the

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FREEDMEN'S SAVINGS BANKS.

Eleven of these banks were established in 1865, nine in 1866, three in 1868, one in 1869, and the rest in 1870.

The total deposits made by freedmen in them, from their establishment up to July 1st, 1870, was $16,960,336, of which over $2,000,000 still remained on deposit. The total amount of deposits in the Richmond branch up to that date was $318,913, and the balance undrawn $84,537. The average amount deposited by the various depositors was nearly $284. So far as the facts were obtained, it appeared that about seventy per cent. of the money drawn from these banks was invested in real estate and in business.

By the financial statement of the banking company, for August, 1871, it appears that in the thirty-four banks then in operation the deposits made during that month, which was considered "dull," amounted to $882,806.67, and that the total amount to the credit of the depositors was $3,058,232.81. In the Richmond branch, the deposits for that month were $17,790.60, and the total amount due depositors was $123,733.75; all of which was to the credit of colored people, except $6,929.19. A branch had shortly before been established in Lynchburg, which showed a balance due depositors of $7,382.83.

These are certainly surprising facts, which are calculated not only to increase our respect and hope for the colored race, but to show how far they were advanced in civilization by means of slavery, and to indicate that the true policy with regard to these people is to encourage them to purchase property, and identify themselves with the common interests of society.

THE RELIGIOUS TENDENCIES OF THE NEGRO.

The fact that the Negro is peculiarly inclined to religion is well known, and has already been adverted to. It is introduced in this connection as furnishing a special reason why the race should be taught to read. Their first use of the acquisition

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would be to read the Bible, sacred songs, and other religious literature.

By becoming more intelligent in their religious sentiments, they would be protected from superstition and fanaticism, and from that easy credulity which may so easily bring them under bad influences of all sorts; their moral principles would become more settled, and more efficacious in controlling their habits. It is now established doctrine among the churches that in propagating Christianity among heathen nations, the school and the church must be established side by side. Indeed, far more of the modern missionary's time is employed in teaching secular than religious knowledge; because experience in the missionary work has demonstrated that the ability to read, and the general cultivation of the intellect, are a necessary preparation for receiving full and lasting profit from direct religious teaching. Although ignorant minds may be powerfully affected through the emotions, such impressions are not durable unless there is intelligence enough to comprehend the meaning of the truth presented in its proper relations, and to retain its substance in memory. And unless some form of excitement, scenic or sympathetic, is offered as an attraction, it is difficult to keep the illiterate under the influence of systematic religious instruction.

As high missionary authority as is to be found, Dr. Rufus Anderson, says in a late work on Foreign Missions (p. 113):—

"Without education, it is not possible for mission churches to be in any proper sense self-governed; nor without it, will they be self-supported, and much less self-propagating. For the church members there must be common schools. This results from the degraded mental condition of the heathen world, as compared with the field of the apostolic missions. Scarcely a ray of light reaches it from sun, moon or stars, in the intellectual and moral firmament. Mind is vacant, crushed, unthinking, enslaved to animal instincts and passions, earthly, sensual, terribly debased. The common school, therefore, is a necessity among the degraded heathen, to help to elevate the converts, and make the village church an effective agency."

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As soon as the large churches in our State can be induced to study earnestly the best methods of preaching the gospel to the poor and ignorant at home, and to apply to them the ideas they so studiously apply to the poor and ignorant in other lands, these churches will become eager for the regular instruction of these people, in order that the doctrines and services of the sanctuary and Sabbath school may attract and impress them more than has been the case hitherto.

But hopeful as are these favorable indications recited above, there are many

DARK SHADES IN THE PROSPECT.

When the negro race in our Southern States has lost its momentum in the direction of industry, order and docility, which slavery imparted, there will be a great modification of its characteristics. The tone and aspect of the negro population, twenty years hence, will be very different from what it is now. Altered conditions modify all beings. What the Negroes will be in the presence of our children, how far they will be a blessing or a curse, what proportion will have gone upward, and how large a proportion will have gone downward, how much they, in connection with other races, may change our politics, our burdens, our public morals, our prosperity, our very forms of government, depends, under God, upon what is done for them, and what is left undone.

With all the hopeful indications which have been presented, the fact is undeniable, that these 4,000,000 of Negroes, who form so large, and in some States so controlling, an influence in our Southern land, are, when judged by any standard of qualification ever set up in this American nation, unequal at present to the duties and responsibilities of the position given to them, and, judged by the ordinary standards of intellectual and moral worth, the most of them are low in the scale.

What, then, should naturally be expected of them? Persons who have never received that intellectual and moral training, which is necessary to accurate judgment, to self-control, to the subordination of the desires to reason and conscience, cannot be expected to act under the influence of the higher motives, either in private life or in discharging the duties of citizenship.

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Those characteristics which, when rightly directed, would lead upward, may, when neglected, lead downward.

Vanity, in untutored minds, often tends to worthlessness, and in women to prostitution. Improvidence and indolence end in pauperism. Low ideas of honor and morality lead to increasing corruption and degradation, and branch into all forms of dishonesty, dissoluteness and crime. Ignorance and weakness, allied to a gregarious nature, breed suspicions, secret combinations, and perhaps dangerous plottings. Give to people of this sort, whether of one color or another, the ballot, a place on juries or in Legislatures, where the property, reputation, liberty, and lives of individuals, and all the dearest interests of society are at stake, and there is no calculating on the results which will follow. Of this only can we be certain in most cases, viz: that inferior motives will prevail in every decision. Let any thoughtful mind follow out the evil consequences which are likely to result from leaving more than one-half the voters of the State in abject ignorance, and no expenditure will seem too great to deliver us from the frightful results.

I will here introduce some extracts from an oration delivered in 1842, by Horace Mann, and which expressed the former doctrine of Massachusetts.

"THE BALLOT BOX IN THE HANDS OF AN IGNORANT AND CORRUPT PEOPLE.

"One of the foulest in the long catalogue of atrocities, which necessitated the French revolution, was the emission of *Lettres de cachet*, those secret royal orders by which good men, without trial and without accusation, were snatched at midnight from home, and from all they held dear, their property confiscated, and themselves imprisoned or assassinated. Yet every vote which a bad man gives is a secret, royal *Lettre de cachet*, against the happiness and hopes of all good men, and given equally without trial, arraignment or accusation.

"This irresponsible utterance through the ballot box is the inceptive process of legislation—nay, in all the most important cases, it is legislation—the will of the people being made known here, and only passing on to legislative halls to go through cer-

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tain formalities, and be promulgated as law. The human imagination can picture no semblance of the destructive potency of the ballot box in the hands of an ignorant and corrupt people. The Roman cohorts were terrible; The Turkish janizaries were incarnate fiends; but each was powerless as a child for harm, compared with universal suffrage, without mental illumination and moral principle. The power of casting a vote is far more formidable than that of casting spear or javelin.

"In some States the law provides that the name of every voter shall be endorsed upon the ballot he gives. Suppose in some of our angry political contests the motives of every voter were written upon his ballot, so that they should all be as legible to man on the paper, as they are visible to God in the heart, what a history they would reveal!

"On one of these oft-recurring days, when the fate of the State or the Union is to be decided at the polls, when over all the land the votes are falling thick as hail, and we seem to hear them rattle like the clangor of arms, it is enough to make the lover of his country turn pale to reflect upon the motives under which they may be given, and the consequences to which they may lead! By the votes of a few wicked men, or even of one wicked man, honorable men may be hurled from office, and miscreants elevated to their places, useful offices abolished, and sinecures created, *the public wealth, which had supported industry, squandered upon mercenaries*, enterprise crippled, the hammer falling from every hand, the wheel stopping in every mill, the sail dropping to the mast on every sea, and thus capital, which had been honestly and laboriously accumulated, turned into dross; in fine, the whole policy of the government may be reversed, and the social condition of millions changed, to gratify one man's grudge, or prejudice or revenge. In a word, if the votes which fall so conspicuously into the ballot box on our days of election emanate from wise counsels and a loyalty to truth, they will descend like benedictions from heaven to bless the land, and fill it with song and gladness, such as has never been known upon the earth since the days of paradise, but *if, on the other hand, these votes come from ignorance and crime, the fire and brimstone that were rained on Sodom and Gomorrah would be more tolerable.*

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"METHODS AND RESULTS OF ELECTION.

"Now, at the last Presidential election, when every voter not absolutely in his winding sheet was carried to the polls, when the harvest field was so thoroughly swept, that neither stubble nor tares were left for the gleaner, at that election the majority for the successful candidate was 146,081, about 30,000 less than the estimated number of legal voters in the United States unable to read and write. At this election it is also to be remembered a larger majority of the electoral votes was given to the successful candidate than was ever given to any other President of the United States, with the single exception of Mr. Monroe in 1820, against whom there was but one vote. General Harrison's popular majority also was undoubtedly the largest by which any President of the United States has ever been elected, with the exception above mentioned of Mr. Monroe, and perhaps that of General Washington at his second election. And yet this majority, large as it was, was about 30,000 less than the estimated number of our legal voters unable to read and write.

"I tremble at the catalogue of crimes which we are exhibiting before heaven and earth. The party rancor and vilification which rages through our newspaper press, in utter forgetfulness or contempt of the great spiritual law, that when men pass from judgment to passion, they will soon pass from passion to violence! The fraud, falsehood, bribery, perjury, perpetrated at our elections, and the spirit of wantonness or malice, of pride or envy, in which the sacred privilege of voting is exercised.

"WHO CONTROLS THE DESTINIES OF THE NATIONS?

"No, fellow-citizens, we have not for years past, and we shall not have at least for many years to come, an election of a President, or a Congress, or a Governor of a State, chosen under written constitutions, and to legislate and act under written constitutions, whose choice will not be dependent upon, and determinable by, legal voters, unable to read and write—*voters who do not know, and cannot know, whether they vote for King Log or King Stork.* The illustrious and noble band who framed the

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Constitution of the Union, Washington, Adams, Franklin, Jefferson, Madison, who adjusted all the principles which it contains by the line and the plummet, and weighed the words which describe them in scales so nice as to tremble beneath the dust of the balance, expended the energies of their mighty minds to perfect an instrument which, before half a century should pass away, was doomed to be administered, controlled, expounded by men unable to read or write. The power of Congress over all the great social and economical interests of this vast country, the orbits in which the States are to move around the central body in the system, the functions of the Executive, who holds in his hands the army and the navy, manages all diplomatic relations with foreign powers, and can involve the country at any time in the horrors of war, and that grand power, the supreme judiciary, appointed to be the presiding intelligence over the system, to harmonize its motions, and to hold its attracting and divergent tendencies in equilibrium, all this splendid structure, the vastest and the nicest ever devised by mortals, is under the control of men who are incapable of reading one word of the language which describes its framework, and defines its objects and its guards, incapable of reading one word of contemporaneous exposition of antecedent history or of subsequent developments, and therefore ready to make it include anything, or exclude anything, as their blind passions may dictate. Phæton was less a fool when he mounted the chariot to drive the horses of the Sun than ourselves, if we expect to reach the zenith of prosperity and happiness under such guidance."

COLLATERAL EVILS.

The evils to be apprehended are not confined to the direct acts of uneducated and unprincipled voters, but they will extend to all who court their favor, either in the capitol, at the polls, or in the jury box. And who can tell where the corruption will stop? When the power resides with such voters, parties in endeavoring to gain their aid must tend to become corrupt in their methods. They will raise money by party coercion in order to buy votes; office-holders and office-seekers

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will be tempted to engage in, or, at least, submit to corrupt practices in order to hold or to gain offices. Gradually honest men will withdraw from these disgusting scenes, and leave the political world to unmitigated corruption.

Something of this may be seen in all large cities; even in some smaller ones, where we would expect better things. But most striking illustrations may now be witnessed in some of our unfortunate sister States. It is difficult, if not impossible, to allude to the existing condition of things in South Carolina and some other Southern States without being at least suspected of some party design in so doing; but as a living illustration near at hand of what I have just been uttering, the cases are too pertinent and full of warning; and also, as facts calling for the interposition of good men of every party, they are too fearful and distressing to be passed by in silence. Irrespective of questions as to who is responsible for rendering such a condition of things possible, all must agree that we have before us a spectacle of civilized States in the power of ignorance and dishonesty. Here we see enthroned those monsters which Horace Mann so graphically depicts, and which the Fathers of the Republic from the beginning warned us against, as the deadliest of public enemies. Here we behold them thrusting aside that virtue and intelligence which have always been regarded as the main pillars of the temple, seizing upon all branches of the government and tampering recklessly with vital subjects on which the masses are stupidly ignorant; and also permitting themselves to be deceived or bribed by men who are intent upon nothing but robbery.

The Negro, when left to himself, is not a *sans culotte;* he has nothing of the temper of the French Communist, who, from a spirit of agrarianism, would divide out the property of the country, or, from sheer diabolism, would oppress and destroy; nor is he moved strongly in any way by natural lust for money, nor moved at all by the spirit of cool malice and revenge. With all his tendency to emotional gusts, he belongs to the most amiable of all the races of mankind. His general spirit is to do only what is friendly and right. So that when the Negro is found damaging and torturing the community, when he is found lending himself to the spoliation of the property-

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holders, it affords the most striking possible illustration of the truth of the warnings of our fathers concerning the danger to be apprehended from ignorance clothed with power, and led, as it always will be, by villainy. The days of freebooters are past, but the extortionate spirit of the freebooter may be fully embodied in the forms of a free government. Villainy now-a-days does not salute men in the highways with the rough challenge, "Your money, or your life," but with the sweet-toned words, "Your vote, if you please, and we'll all get rich." It only wants an office—the rest is easy.

GENERAL APPLICATION.

These remarks are meant to apply to all that vast substratum of American society, of whatever locality or race, which has not intelligence or moral tone sufficient for the duties and responsibilities of enfranchised citizenship. This mass of political power is more and more wielded for purposes of villainy in all the great cities, and in all the States of our Union. And as the art of manipulating this mass comes to be better understood, and class combinations more widely extended and more perfectly organized; as the spoils of office become more and more rich, and as the great material interests of society are more and more combined into wealthy rings and consolidated into gigantic corporations, there is but one thing under a merciful Providence that can save the country from the basest legislative venality, from general official corruption, and from a mercenary press, and that is a purification and enlightenment of the masses of the people. And there must very soon be a virtuous uprising of the people for the purpose of cleansing the temple of our liberties, or before many generations, not one stone will be left upon another. The people of the land, sickened and alarmed, will welcome any ruler and any form of government which will deliver them from the reign of thieves and robbers.

Although confining my remarks to this form of public danger, I am not blind to the fact that a similar result might flow from the propagation of those Red Republican doctrines, out of which grew the communistic outbreaks in Paris, which

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have been alluded to more than once in this report. According to these doctrines, the world and the ordering of it, belong of right to the working class—meaning by this, manual laborers and no others; and that the time has come for the exercise of their authority, and that the ends aimed at may properly be reached by any means, however atrocious. These doctrines have entered into those great class-movements against property and social order which are more and more disturbing European society and threatening America. Their propagandists are zealous, fanatical and unscrupulous. But the removal of all just cause of complaint, by means of education, equal rights, and mutual kindliness, will deprive this party of its power over the public mind.

Reverting now to our own beloved State, all who have seen the dangers just portrayed, must also see that we should make a prodigious effort to elevate our vast illiterate population, and that delay is death! There is no time now to hesitate about ways and means. One thing is certain:

THE WORK MUST BE DONE BY THE STATE, OR NOT AT ALL.

Does any one suppose our illiterate population would be educated at all if neglected by the State? Certainly not. No thinking man can suppose that there is any internal force in ignorance to provide for its own education, even if it had the means; or, that there is active benevolence enough among individuals to undertake so mighty a task. Private enterprise never did and never can provide for the education of a whole people, even when there is only the usual proportion of illiteracy, much less when the illiterate constitute one-half of the population. And were it possible for private means to effect the object, it would be a far more costly method of doing it than by public system, because large operations to be conducted economically must be organized; and this organization must be comprehensive and thorough, which is impossible with voluntary associations without power. Hence, as is well known, private education is always more costly than public. Nor can the laws of trade be expected to send education where there is no demand for it. It is only by that sort of universal

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combination, system and moral force which exists in and under the civil compact, that this great and vital work can be accomplished.

Therefore it must be evident that the real question now presented to the State of Virginia is—

SHALL HER PEOPLE BE EDUCATED OR NOT?

Some endeavor to mask their opposition to popular education by objecting to particular features in the system which has been adopted; others by dwelling upon the poverty of the people. Some will whisper that the lower classes of the people are better without education, which ought to be regarded as rather an aristocratic affair. Others will talk of the agrarianism and ungodliness of the system. And whilst there are persons really troubled on these points, the real source of such objections in most cases is either a feeling of indifference, or else a want of faith in education as a means for their elevation; so that if any battle has to be fought at any time on this subject, let it be fought on the true ground, namely: whether education is properly a thing for all, or only a part; whether the masses of the people are to be kept in ignorance, or to be taught to read the tickets they vote and the laws they are required to obey.

The answering of objections in this day to popular education is only such work as the dispersing of detached bands of the enemy after the war is over. The question has really been settled, though the conclusion has not been universally accepted. Twenty-five hundred years ago the prophet Hosea uttered the voice of God, which connected ignorance and destruction as cause and effect—"My people are destroyed for lack of knowledge." Many similar passages might be adduced from the same oracles. I quote one other, along with the comment of a well-known Virginia divine, who contended thirty years ago—alas! without success—in company with John B. Minor, Wm. H. McGuffey, Alexander Rives, James McDowell, and others of our choicest citizens, for the establishment of a general system of public free education; I allude to the Rev. Benjamin M. Smith, D. D. A report of his on the Prussian system of education may be found among our State documents,

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and he was the first to take the field as County Superintendent of Schools under our present system. In an address before the Educational Association of Virginia, in 1870, he uses these words:—

"The evidence of men's experience for centuries sustains the association of ignorance and vice, of idleness and evil. The words of inspired wisdom concur with that of the best men, that 'for the soul to be without knowledge is not good.' It is nothing to allege that large numbers of early Christians knew nothing of letters, or utter the fully admitted proposition that there may be intelligence without books and learning without letters. It still remains true that God was pleased to commit the revelation of his will to a book, and proclaim to the holy seers of old, 'Write the things which thou hast seen,' and that the Divine blessing is pronounced on him that readeth as well as to them that hear the words of this prophecy. And despite all the specious representations made to restrain the objections under review, it is noteworthy that all intelligent men who make them, most inconsistently, and at great pains and expense, aim to have the minds of their own children imbued not only with the first elements of knowledge, but with those of learning and science in the higher departments."

As a fitting conclusion to this discussion, I also quote the following paragraph, which is taken from one of a series of letters addressed by Dr. Smith to Governor McDowell and published in the Richmond *Enquirer* in the winter of 1842–3:

"By as much evil as one ignorant and vicious man may produce, by as much evil as a family of children reared under his auspices may inflict, by as much expense as his vices and those he may occasion may incur, by as much as his failure to perform the duties of a good citizen may subtract from the welfare of the whole; and, on the other hand, by as much wealth and knowledge as an industrious and intelligent man contributes to the whole, by as much of these as a family and descendants reared under his auspices contribute, and by as much evil as his personal conduct and example may prevent, by so much is the State a loser or a gainer for every ignorant or vicious adult, or

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for every upright and intelligent citizen. State policy of internal improvement, the selection of wise and useful rulers, obedience to the laws, expense for punishing or restraining the vicious, economy of expenditure and increase of revenue, the character and influence of both laws and literature, and our moral and political weight in the Union, are all deeply and intimately connected with popular virtue and intelligence."

ADDITIONAL LEGISLATION.

Wishing first to produce a solid and intelligent conviction of the necessity for public free education in Virginia, I have thought it better to fill this report with facts and argument than with criticism and suggestion.

Some additional legislation is needed, to provide for the growth of the school system, to correct some errors in the present law, and to harmonize the school system with the general code of the State. The best method for making local provision for the support and multiplication of schools, and for providing a just remuneration for county superintendents, should receive special attention. But as the law allows the Superintendent of Public Instruction the privilege, I shall take an early opportunity of reviewing the law and suggesting changes, in a communication addressed directly to the General Assembly. I propose, however, before closing, to present with some degree of fullness a subject of vital moment, which should command the serious attention of that honorable body, viz: the establishment of normal schools.

NORMAL SCHOOLS.

This most important part of our school system has yet to be brought into existence. The requirement of the Constitution is in these words, (Article VIII, Section 5): "*The General Assembly shall, as soon as practicable, establish Normal Schools.*"

The word *Training* would better express the character of these schools than Normal. They are designed for the training

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of teachers, and are considered the most economical and only sure means of securing good teachers for primary and secondary schools. Teaching, like the professions of law, medicine, and the Christian ministry, was, until a comparatively recent period, left to be learned by individual experience, with or without special preparation. Strange to say, society has submitted quietly to more empiricism in these higher occupations than in the mechanic arts, in which a system of apprenticeship has been demanded from time immemorial. Who would think of employing on wages a ship-carpenter, house-joiner, or iron-founder who had never practised his business! And yet the apprentice taking up his trade does not commit more numerous mistakes than the tyro at school-teaching. The damaging of a child's mind may not be as noticeable as the spoiling of a piece of timber, but it may be just as real, and as remediless! Did parents generally understand the nature of mind, and the influences which develop, dwarf, or destroy it, they would be far more careful as to those who practice on the minds, than as to those who practice on the bodies of their children.

The world seems to have been slow in perceiving that there is a wide difference between learning and teaching. And yet the distinction ought to have been suggested by the familiar fact that the most successful learners often make the most unsuccessful teachers. And when the mental status of the student and the teacher are analysed, they are found to be very different. The one is acquiring, the other is imparting: the one is concerned for its own improvement, the other for the improvement of others. The student's work historically must precede the teacher's; but the two are as different occupations as are reaping and sowing.

And not only has the teacher's vocation a radical principle peculiar to itself, but it has belonging to it a host of practical ideas which have been systematized into a practical science, which is indeed far from perfect in its analysis and its generalizations, but which is expanding and becoming more philosophical. And at no distant day the teacher's text-books will be as scientific, and his professional literature as distinctive, as those pertaining to other professions.

The more clearly the intrinsically professional character of

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teaching is apprehended, the more readily the want of training schools is felt, and their economy perceived. If those who teach are left to learn their business by experimenting on the public, the cost is prodigious! Let this be understood in all its bearings, and Normal schools will be considered as indispensable as Medical colleges.

NORMAL METHODS.

The full discussion of this whole subject must be reserved for some special occasion. In a report like this only a meagre outline can be given. The most fundamental pre-requisite for good teaching is thorough knowledge of the branches to be taught. The systematic examination of teachers under public school systems has disclosed the fact that in States and countries where teaching has not been treated as a profession, comparatively few of those who apply for license to teach are able to stand a creditable examination upon even the elementary studies. Multitudes of unqualified persons are licensed of necessity.

Hence the first aim of the Normal school has always been to insure a thorough mastery of every branch of study. Following that—indeed, in connection with it—comes the art of teaching others. Then comes the art of managing a school, theoretically and practically—schools of observation or practice being uniformly associated with Normal schools. But out of this simple programme has grown an extensive system of normal education. In the fuller systems it commonly begins with the science of mind; takes the mental powers *seriatim*, discusses the laws of each, and the best methods of improving each.

The whole subject of instruction is then presented as a separate branch of study, prefaced by the consideration of the nature and object of education, the relation of instruction to education, with the evils of neglect of special preparation, and the reasons for professional training. In pursuing the forms and principles of instruction, it is considered as an art and as a science, and followed into all its methods.

Knowledge, which constitutes the material of instruction, is then spread before the pupil on a chart, where in panorama

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may be seen all the branches of human knowledge classified and exhibited in their relations to each other. Human life is next divided into periods, and the natural relation of each period to the grades of knowledge is pointed out. Methods of communicating knowledge follow. These cover the period of childhood, beginning with the exercise of the senses, following with "learning to talk" and the informal instruction of home. Succeeding this is considered the first formal instruction suited to children, which is generally conceded to be object-teaching. Learning to read follows in course, as the first point under the general head of language. All the various methods of teaching the alphabet, pronunciation, orthography and reading, are discussed in detail. In turn, lexicology, grammar, rhetoric, philology and composition, pass under searching examination.

The formal sciences of mathematics and logic are next considered. Arithmetic, of course, heads the list of mathematics, and receives a thorough treatment. After this class of subjects has been disposed of, the methods of teaching geography are taken up, and the subject carried into its natural, scientific connections. Penmanship is classed with the arts of drawing and vocal music, and each is treated with the same scientific thoroughness that distinguishes all true normal methods. The teaching of history also receives its share of attention.

Having completed the study of methods of culture and instruction, the normal pupil enters upon the third and last grand division of the general subject of the theory and practice of teaching, which is denominated school economy, and comprises all the details pertaining to the organization and management of schools, the whole professional course forming a new, separate, and most valuable science.

This professional course, which has just been sketched, is carried on as one of the branches taught in normal schools, along with the elementary and sometimes higher studies which are pursued in other schools with such modifications in the mode of instruction as would be expected.

Probably the time is not far distant when the idea of the normal school will be expanded so as include the means of special preparation for all grades of instruction, and ultimately the diploma from a normal college will be as indispensable to

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the candidate for university professorships as to the applicant for the humble, though honorable position of country schoolmaster. There is now in France a training institution of high grade; and in the German States there are many schools for preparing professors for the gymnasia. It might be advisable for every literary institution to have a course of normal instruction suited to its own grade. Let the college have a course for training men to be college professors, and, in like manner, the high school. But whilst the fundamental principles of teaching are the same for all grades of instruction, there are many special applications which should be taught in their appropriate schools. The elementary normal school is not the place to train college professors, nor is the college or university the place to train elementary teachers; and, as a rule, it is best to have all normal training conducted in separate institutions, where the whole cast and spirit tend to the one object.

VARIATIONS IN NORMAL SCHOOLS.

The chief variations consist in the relative prominence given to the professional character of the schools. There are some institutions, known as normal schools, which do not deserve the name, being, in fact, nothing more than good common or high schools. In others the professional feature is so slightly developed as to amount to little more than the study of some small manual on the theory and practice of teaching. Others, in addition to this, give a professional cast to all the methods of instruction pursued. In the best institutions everything is taught normally, and also a full course of strictly professional lectures given, such as that sketched above.

A less elaborate course, and one better suited as a model for such schools generally, is the following, which was reported by a committee to the American Normal School Association in 1870:

"Without further remark, the committee suggests the following as a suitable standard of admission to an elementary normal school:

1. The ability to spell correctly.
2. A free and legible handwriting.
3. The power to read fluently, and to enunciate with distinctness all ordinary words of the language.

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4. The ability to parse and analyze any common English sentence.

5. The power to perform with facility all the processes of elementary arithmetic to percentage.

6. A knowledge of the leading facts of mathematical geography, and of the political geography of the United States.

7. Satisfactory evidence of good moral character.

8. A sound, healthy body.

Assuming this as a basis, the committee suggest the following as affording an excellent course for the preparation of elementary teachers, covering a period of two years. Both the standard of admission and the course itself may be modified—either raised or lowered, to suit the necessities and circumstances of particular localities. It is impossible to lay down a course that will meet the demands of all places.

In presenting this course, we assume also that one of the best methods of teaching how to teach any subject is actually to teach that subject upon the most approved plan. This method, however, is but one of many, and should never be exclusively relied upon. Special drill in the art of teaching should be a constant accompaniment of the course.

Proposed course of study and training in a normal school for the preparation of elementary teachers. Time, two years; each year to be subdivided into two terms of twenty weeks each.

FIRST YEAR—FIRST TERM.

Subjects.	Syllabus.
English language	Parts of speech and their properties. Composition. Parsing and analysis of sentences.
Elementary arithmetic, including mental processes.	Processes and principles from the beginning to percentage. Mental practice. Methods of rapid calculation.
Writing and drawing	Theory and art of penmanship. Free drawing.
Geography	United States and Europe comprehensively studied. Map drawing.
Botany, as a means of cultivating observing powers, (8 weeks.)	Morphology of leaves. Stems. Roots. Use of schedules.
Physiology, (12 weeks.) To follow botany.	General outlines of the subject. Hygienic rules.
Theory and practice of teaching	Observation and criticism of teaching exercises. Lessons in teaching primary reading and number classes.
Vocal and physical training	Free calisthenic exercises. Musical notation and reading through key of C. Simple chorus practice.
Ethical instruction	Manners and morals. Formation of right habits.

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SECOND TERM.

English grammar, (completed).....	Analysis and parsing completed. Impromptu composition. Brief essays and theses.
Elementary arithmetic, (completed).....,	Percentage. Ratio and proportion. Roots. Alligation. Mensuration analysis. Mental processes. Commercial calculations. Methods of rapid calculation.
Drawing.....	Perspective. Drawing of simple objects.
Botany (8 or 10 weeks).....	Continued to analysis and classification of plants. Use of schedules continued.
Geography, (completed).....	Asia comprehensively. General review of the geography of the world. Map construction. Methods of rapid delineation.
Geometry.....	Geometrical facts. Lines. Figures. Definitions inferred.
Theory and practice of teaching—(Continued.)	Lessons and criticism of methods in *language*, *form* and *place*.
Book-keeping.....	Theory and practice in double entry and in business forms.
Vocal and physical culture.....	Reading and singing in all scales and keys. Written exercises. Rythmic exercises. Transposition. Chorus practice.

SECOND YEAR—FIRST TERM.

Subjects.	Syllabus.
Geography. (To follow reading).....	Phenomena of ocean and atmosphere. Terrestrial astronomy.
English language.....	Vocal exercises. Reading. Elocution.
Algebra, (10 weeks).....	To quadratic equations.
Natural Philosophy, (20 weeks.)	
History of the United States.	
Science of government.	
Chemistry, (follows algebra).....	Nomenclature. Study of elements. Experimental practice in laboratory.
Physical and vocal culture.....	Calisthenic exercises. Chorus practice.
Theory and practice of teaching..	Practice and criticism of object lessons. Management and methods with advanced classes.

SECOND TERM.

Chemistry, (continued).....	Elements and compounds. Lecture. Laboratory manipulation.
Geology.....	General principles. Field work. Classification of specimens.
Geometry, (4 books).....	Demonstrations inferred from facts and principles.
Physiology.....	Resumed and completed.
Theory and practice of teaching.....	School organizations, discipline and management. School laws. History of education.
Philosophy of education, including mental philosophy.	Nervous mechanism. The senses. Sensation, perception, observation, memory, reason, imagination, &c. Principles and methods of training inferred from the above.

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OTHER MEANS OF TRAINING TEACHERS.

Besides the regular normal schools, simple and independent courses of lectures are sometimes delivered on the theory and practice of teaching. These courses are sometimes extended through several months, and are exceedingly useful. In Austria and Holland the chief reliance for training teachers has been on normal classes in the best schools in the chief towns. In England there are training colleges. In many of the universities of Germany there are courses of lectures on the history, principles and art of education, designed particularly for such students as propose to teach, or may be called to organize or administer schools. Even those who are to act as superintendents of schools, and as local committee men, are there expected to make this sort of special preparation for their duties. Some of our American States have introduced a most valuable system of normal itineracy. Lecturers and organizers of schools are employed to hold teachers' institutes, to inspect schools, to assist in creating new institutions, to resuscitate such as are languishing, and, in general, to devote themselves to the improvement of the schools of the State. Similar agents are employed in Great Britain.

Teachers' institutes have become a prominent feature of public school systems. These are gatherings of teachers, for instruction and conference, under the presidency of school officers, their sessions continuing from one to four weeks, their places of meeting being changed, and their exercises made partly professional and partly general, so as to benefit the public as well as the teachers specially. The lecturers are commonly men who have had successful experience as teachers; the instruction given is at once theoretical and practical, combined with opportunities of inquiry, discussion, and familiar conversation. Special means are often employed to bring parents under the influence of these institutes, parents being the real *primary* teachers. The power of these meetings is very great. They commonly comprise the teachers of a whole county, and sometimes of several counties. Besides these officially conducted bodies, there are less formal associations for profes-

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sional improvement, generally confined to cities or school districts. The teachers in these associations visit each other's schools, on the plan of farmers' clubs.

The examination of applicants for license to teach in the public schools is not only a protection to the public, but a means of general improvement among teachers, and also a defence of good teachers against unworthy competitors in the field; and this being followed up by the eye of supervision in the school room, and by the minute and frequent reports required, there is seen to be much in the internal machinery of the public school system to elevate the teacher's office. In addition to all this, there are systematic efforts made to induce teachers to read educational journals and books, and there is a steady increase in the teacher's emoluments. Other means are employed in some countries to enhance the dignity, efficiency and comfort of the public teacher; but enough has been mentioned to show how rapidly the civilized world is coming to a true understanding of the paramount importance of the teacher's office.

SHALL WE NOW BEGIN NORMAL INSTRUCTION IN VIRGINIA?

To say that the people cannot bear taxation for this purpose does not meet the point. The question respecting expenditure for the improvement of teachers has the same point as questions respecting the pay of officers. It is really one of economy. It does not concern the *amount* of revenue to be raised for school purposes so much as the *disposition* of it. It is the question which presents itself to every man or company intending to invest a given amount of capital in a certain kind of manufacture or other business, viz: what proportion of the capital provided should be expended in this branch, what in that, and what in some other? What shall be the relation between raw material, machinery and labor? What between quantity and quality? Shall machines be so multiplied that only cheap and unskilled operatives can be employed? If the object is to produce a good and honest result, to turn out a manufactured article that will be worth the money it costs, then the problem to be solved is, How shall the capital be so distributed as to

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produce a satisfactory result—a result which embodies the purpose of the whole operation?

The public school system is simply a vast joint-stock operation by the people for the education of their children; and the profit or loss of the concern depends on the character of the result attained. If the profit of the thing lay in the number of schools carried on, then we should employ any sort of cheap officers and teachers—the cheaper the better—and have short sessions, and that object may be accomplished. In the genesis of public schools, the operation was managed somewhat in this style. The result of such management is something not worth having. What is the use of a factory which turns out implements of no value? Who would carry on a farm to raise unmerchantable grain?

Those who tried it found out, as they might have seen from the beginning, that what the people really wanted was not schools, but *education*. They wanted schools only as a means of education; and if a school did not give education in the proper sense, they had no more use for it than a farmer has for a mowing machine that will not cut grass! It is not the machine the farmer wants, but the result. It may be a fine sight to behold an elegant machine moving along, but if it does not mow his meadow well, the thing is a nuisance, and causes a great waste of money.

Now, as has been already shown, the experience of the world has demonstrated that a satisfactory quality of primary education cannot be obtained in any country, without some system of preparing teachers for their work. The great public education machine must be worked by skilled operatives, or it will turn out an unsatisfactory article.

There is no reflection intended by these remarks upon such teachers as are really qualified for their duties. None know better than they how much the very name of "old-field schoolmaster" has become a term of reproach, by reason of the many unqualified persons who have thrust themselves upon the public as teachers—thus degrading one of the noblest professions to such a degree that a really educated man or woman felt almost ashamed to pursue the vocation. Let the name of teacher represent a person thoroughly grounded in knowledge

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and skilled in the arts of his profession, and it will receive the honor which it deserves.

THE FORM IN WHICH NORMAL INSTRUCTION SHOULD BE GIVEN.

Of course, regular normal schools, scattered over the State as thickly as they might be needed, would accomplish the object aimed at most thoroughly. But this is impracticable with us; indeed it is impracticable everywhere, as matters now stand. A fully equipped normal school is a costly affair. All that we could reasonably hope for during the present generation is the establishment of a very few schools giving the best advantages, whence thoroughly drilled teachers could be scattered amongst the counties as fuglemen. The influence of one normally educated teacher is felt over a whole county, just as in a company of untrained fencers, the movements of an expert will attract attention, and cause emulation and imitation. The trained teachers would occupy the most conspicuous positions, and their schools become models for their several neighborhoods, and the pupils of such schools would, many of them, become teachers of an improved order.

In my opinion, the State should begin by allowing the Board of Education to employ a specified sum out of the school funds, not less than five thousand dollars annually, for the establishment and maintenance of

ONE NORMAL SCHOOL.

The sum mentioned would of itself be insufficient for the purposes of such an institution; but by allowing different localities to compete for its possession, all necessary additional means could no doubt be obtained. Should the city of Richmond offer equal inducements with other places, I prefer its location here. The cost of the school should have special reference to the training of teachers for our public free schools, and none of its pupils should receive instruction at the public expense except such as declare a purpose of teaching at least two years in the public schools of the State.

This school should be furnished with a well-trained faculty,

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and every convenience in the way of accommodations, and every needed appliance in the way of school material, library and apparatus; so that, however we might be compelled to remain behind other States in the number of such institutions, we should be second to none in the merit of our principal school. But valuable, indeed indispensable, as such an institution would be, as the central orb of our system, it would of necessity fall very far short of supplying the vast demand for teachers which exists. We may expect to have from 3,000 to 4,000 teachers constantly in the field, and as long as the teachers' pay is so small, and the merits of the profession as little understood as at present, the teacher's vocation will commonly be regarded as a temporary make-shift for procuring a meagre living, and, consequently, a large number of teachers will be leaving the business, and an equally large number taking it up every year. Hence, the work of professional training must in some form be going on in every part of the State, or there will be hundreds of raw recruits every year placed over schools—nominally to teach, but really to learn how to teach—and to learn at the expense of the minds of the pupils, as well as of the money of the State. This is a poor way for the teachers themselves to learn, for they must make a host of experiments and blunders which a little previous instruction would have saved them; but bad as this is for the young teachers, it is far worse for the pupils and for the State.

It is manifestly wretched economy in the State to suffer such a condition of things. But how can this be avoided by a State as poor as ours? My answer to this would be, by establishing

AMBULATORY NORMAL SCHOOLS.

Let qualified professors be employed and paid, at least, in part by the State, who should be grouped into faculties, larger or smaller, as circumstances might require, and be kept all the year employed, according to the demand for their services, in the work of educating or improving teachers. Let their incidental expenses be paid by the counties enjoying their services, and let them pass from county to county, and open training schools free to all who are or intend to be teachers. Let these

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schools continue from one week to six months, according to the demand for their services and the means provided. It is worth a great deal to an inexperienced teacher to hear but half a dozen well-pointed lectures on teaching; and a good three months' course would do more to qualify him for his vocation than years of blind and blundering practice.

It is not pretended that ambulatory schools could, under any management, offer advantages equal to those of settled, well equipped schools; but it is contended that they would furnish a most valuable substitute, that would, in the broad view, save to the State far more than it would cost. There is one method by which these traveling lecturers could always be of great service, and that is by assisting in the conduct of

TEACHERS' INSTITUTES.

Inasmuch as these bodies now form an integral part of all, or nearly all public school systems, it may be well to add something to what has already been said concerning them. They are really one form of the normal school, the fundamental purpose of both being the training of teachers. The institute, however, deals with teachers already engaged in the business of teaching, and whilst in one sense it is a school, in another sense it is an association. It is a school, in the sense of being under the management of the local school officers in their official capacity. The county superintendent is expected to direct the proceedings, to give instruction himself, and to engage other qualified persons to instruct. It is an association, to the extent of allowing the teachers to discuss freely such questions as are introduced.

The great advantage of these institutes has been fully tested. It consists not only in the ideas actually communicated at the time, but in awakening a spirit of inquiry, which leads to much private study, in imparting fresh zeal in the work of the schoolroom, and in developing that professional *esprit du corps*, which stirs the teacher's ambition, and gives new zest to his employment.

Now the degree of usefulness of these institutes depends chiefly, of course, upon the character of the instruction given

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during their sessions. When the county superintendent is himself qualified by previous experience and training to give suitable instruction, the meetings will always be profitable; or, when the services of adepts in general or special teaching may be obtained, much good will be done; but in a great majority of cases in our State, and in most other States, the county superintendents do not possess the necessary qualifications for this sort of service, and the supply of available help is small and uncertain. Indeed, unless means are at command for employing trained lecturers, the exercises of institutes, though always more or less useful, must commonly lack a practical and professional cast.

Owing to this fact, a class of lecturers, composed generally of men who have distinguished themselves as teachers, has grown up in other States, who make a profession of lecturing at teacher's institutes, and are paid for their services. These lecturers severally treat but a few branches, sometimes only one, for which they have a peculiar talent, and several different lecturers take part in the same institute. When experts are employed, the services of the institutes are protracted two or more weeks. Ten thousand dollars of the school funds could scarcely be better applied than in employing thoroughly competent men to give themselves wholly to the vital work of training prospective, and improving existing, teachers.

W. H. RUFFNER,
Superintendent Public Instruction.

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DOCUMENTS

FORMING A PART OF THE REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

COUNTY AND CITY SUPERINTENDENTS OF SCHOOLS.

COUNTY OR CITY.	SUPERINTENDENT.
Accomac	James C. Weaver.
Albemarle	D. P. Powers.
Alexandria	Richard L. Carne.
Alleghany and Craig	Robert L. Parrish.
Amelia	H. T. Darnall.
Amherst	W. B. Henley.
Appomattox	Chapman H. Chilton.
Augusta	J. E. Guy.
Bath and Highland	J. Kenney Campbell.
Bedford	Sidney L. Dunton.
Bland	William Hicks.
Botetourt	G. Gray.
Brunswick	Alexander Mallory.
Buchanan and Wise	William Wolfe.
Buckingham	Wm. Merry Perkins.
Campbell (including Lynchburg)	A. F. Biggers.
Caroline	Thomas R. Dew.
Carroll	D. B. Brown.
Charles City and New Kent	James A. Waddell.
Charlotte	William W. Read.
Chesterfield	B. A. Hancock.
Clarke	Jarvis Jennings.
Culpeper	Robert E. Utterback.
Cumberland	Richard P. Walton.
Dinwiddie (not including Petersburg)	Roger P. Atkinson.
Elizabeth City and Warwick	George M. Peek.
Essex	J. G. Cannon.
Fairfax	Thomas Moore.
Fauquier	Samuel F. Chapman.
Floyd	C. M. Stigleman.
Fluvanna	James O. Shepherd.
Franklin	Thomas H. Bernard.
Frederick	A. Magill Smith.
Giles	James B. Peck.
Gloucester	William E. Wiatt.
Goochland	O. W. Kean.
Grayson	Fielding R. Cornett.
Greene and Madison	William A. Hill.
Greensville and Sussex	John K. Mason.

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Halifax	Henry E. Coleman.
Hanover	J. B. Brown.
Henrico (not including Richmond)	J. N. Powell.
Henry	G. T. Griggs.
Isle of Wight	E. M. Morrison.
James City and York	James H. Allen.
King & Queen and Middlesex	J. Mason Evans.
King George and Stafford	Addison Borst.
King William	R. L. Williams.
Lancaster and Northumberland	A. T. Crallé.
Lee	William A. Taylor.
Loudoun	John W. Wildman.
Louisa	L. J. Haley.
Lunenburg	Robert M. Williams.
Mathews	Vacant.
Mecklenburg	Edward L. Baptist.
Montgomery	William C. Hagan.
Nansemond	Richard L. Brewer, (acting).
Nelson	Patrick H. Cabell.
Norfolk (not including Norfolk City and Portsmouth)	John T. West.
Norfolk City	W. W. Lamb, (acting).
Northampton	J. S. Parker.
Nottoway	Thomas W. Sydnor.
Orange	Robert Frazer.
Page and Warren	Martin P. Marshall.
Patrick	A. Staples.
Petersburg	S. H. Owens.
Pittsylvania	Geo. W. Dame.
Portsmouth	J. F. Crocker.
Powhatan	P. S. Dance.
Prince Edward	B. M. Smith.
Prince George and Surry	M. W. Raney.
Princess Anne	Edgar B. Macon.
Prince William	W. A. Bryant.
Pulaski	J. G. Cecil.
Rappahannock	Henry Turner.
Richmond and Westmoreland	W. W. Walker.
Richmond City	James H. Binford.
Roanoke	L. R. Holland.
Rockbridge	J. L. Campbell.
Rockingham	Geo. W. Holland.
Russell	E. D. Miller.
Scott	George H. Kendrick.
Shenandoah	John H. Grabill.
Smyth	D. C. Miller.
Southampton	James F. Bryant.
Spotsylvania	John Howison.
Tazewell	Jonathan Lyons.
Washington	A. L. Hogshead.
Wythe	James D. Thomas.

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WRITTEN REPORTS OF COUNTY AND CITY SUPERINTENDENTS OF SCHOOLS.

In connection with their annual statistical reports, County Superintendents were requested to make written statements on twenty-one points, which are distinguished by italics, on the following pages. The responses are embraced in the abstracts and quotations which are given below, under their appropriate heads. Some Superintendents failed to answer some of the questions.

1. *Difficulties and encouragements in the work.*
2. *History of public sentiment during the year.*

The difficulties met with were fewer and less formidable than were expected, and were generally the same which everywhere interrupt the progress of popular education, with some which are connected with our peculiar situation. The following list embraces all that were named in the various reports: 1—Prejudices against the public school system. 2—Poverty, or feeling of poverty, among the people. 3—Aversion to the education of the Negro at public expense. 4—Want of suitable school-houses and appliances. 5—Difficulty of procuring suitable men for trustees. 6—Impossibility of satisfying the demands of all the neighborhoods, which were clamoring. 7—Some extra burdens pressing on particular localities. 8—Difficulties about teachers; none professionally trained; a full supply of good ones not attainable, especially for colored schools. 9—No money to begin with, and financial annoyances all through. 10—State debt. 14—General want of information as to the details of the school system.

Nearly all report a gradual lessening of their troubles, and a favorable conversion of the public mind, as evinced by the votes given, and in various other ways, as will be seen from the following quotations:

ACCOMAC.—"We are encouraged by the large attendance and favorable progress of the pupils during the last session, and the still brighter prospect ahead. Public sentiment in the county has, upon the whole, been favorable, though we have many and noisy opponents; the mass of the people are with us, and will be more so as the benefits of the schools are felt."

ALBEMARLE.—"Public sentiment at first was almost entirely against the system; but we have been gaining popularity gradually and constantly, until in some parts of our county the feeling against the system has been almost entirely overcome."

ALEXANDRIA CITY.—"I have met with *no* discouragements. Our people, with few exceptions, (and these arising more from dissatisfaction

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with the school system adopted than from any hostility to a general system of public instruction,) have cordially aided me in my work."

ALEXANDRIA COUNTY.—"Like the people of the city, those of Alexandria county have aided me, in every way, in my work, and, as in the city, the only difficulty which has been encountered is the want of suitable school-houses. Public sentiment in the county, originally more favorable to the system, as being better adapted to the wants of country than of city people, has, I think, become still more firmly fixed, there being an almost universal sentiment in its favor."

AMHERST.—"Public sentiment has undergone a material change for the better within the last twelve months."

ALLEGHANY AND CRAIG.—"The current of public sentiment was hostile, but there has been a manifest improvement, and this would be facilitated if we could work the system without submitting any questions to popular vote."

APPOMATTOX.—"Public sentiment has very much changed in favor of the schools during the year."

BATH AND HIGHLAND.—"There are men of large wealth and influence, whose children have already been educated, and whose names, if it were proper in a report of this kind, would be mentioned, who give the system a hearty endorsement, and encourage the Superintendent with their advice and influence; and these men, be it remembered, are in no wise officially connected with it, but cherish and sustain it from motives of duty and philanthropy."

BEDFORD.—"On the whole, we have reason to 'thank God and take courage.' Indications of practical success have been frequent and unmistakable on every hand. Notwithstanding two or three partial failures, Public Schools have grown in popular favor and in popular interest during the year."

BLAND.—"The state of public sentiment has gradually improved till, from opposition that was sensibly felt in places, there is now no manifested hostility to our system of educating the masses."

CAMPBELL COUNTY AND CITY OF LYNCHBURG.—"Public opinion is gradually, but steadily, undergoing a change in our favor."

CARROLL.—"Previous to the inauguration of the public school system in the State, the people of this county, adhering to the opinion so prevalent in the South, were opposed to the system, regarding it as having its origin in the North, and possessing the germ which, when fully developed, would undermine their domestic institutions. Since a public school system has become a reality with them, there is a warm interest in its favor, and the people are fast losing the prejudice formed against it. There has been a strong reaction in the minds of the people here."

CHARLES CITY AND NEW KENT.—"There was a favorable progress in public sentiment until the May elections, when the demand for a county tax produced, for a time, considerable excitement against us."

CHARLOTTE.—"We are encouraged to hope for success, because

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amongst the reflecting and intelligent there is a purpose of giving the new system a fair trial; and while there is but little very active coöperation, there is *very* little outspoken opposition."

CHESTERFIELD.—"With a firm belief in the wisdom and necessity of public education, with the gradual change in public opinion, and with the hearty support and coöperation of a corps of liberal-minded and energetic trustees, the encouragements far exceeded the difficulties."

CULPEPER.—"Public sentiment is decidedly in favor of public instruction."

CUMBERLAND.—"I have great encouragement in the faithfulness and interest of the trustees. My chief difficulties arise from want of means. Public sentiment among tax-payers is against us."

DINWIDDIE.—"Public sentiment was against free schools; but this has greatly changed, and now there is a general acquiescence, if not cordial approval."

FRANKLIN.—"Many heretofore indifferent, if not hostile, are disposed to give the system a cordial support."

GLOUCESTER.—"The property-holders, on a large and moderate scale, are opposed to it."

GOOCHLAND.—"The encouragements are, the greater anxiety manifested to obtain the benefit of the schools, the diminished opposition, and the increasing popularity of the system."

GREENE AND MADISON.—"Our people, as a general thing, have acted nobly. Many of our best citizens have laid aside a life-time accumulation of dislike for public schools, and are now more than willing to lend their aid to what they now know to be a good work. Men of means, with no children to educate, not only bear willingly the burden of taxation, but in some instances are working energetically and efficiently as county school officers. And then again, many who were at first ready to denounce the school tax have found that their savings on account of public schools have enabled them to pay with greater ease their State and county tax."

GREENSVILLE AND SUSSEX.—"Most of the whites opposed the introduction of the system in the beginning. Many, however, have taken hold in earnest now, and seem more interested."

HALIFAX.—"When they came to know more about it, some became supporters of the system, others more reconciled to it, and a large majority willing to send their children to the schools, inasmuch as they had at any rate to pay for them. So that, upon the whole, the sentiment of the county is more favorable than at the beginning of the year."

HANOVER.—"I feel authorized to say that a larger portion of the wealth and intelligence of the county is found advocating the system, and doing all that can be done to promote its efficiency and success."

HENRY.—"Public sentiment is largely in favor of the school system,

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a croaker here and there, but, as a general thing, the system is popular, and will inevitably become more so unless its friends kill it."

JAMES CITY AND YORK.—"That of the colored *unchanged*—of the whites *not so favorable*, seeing that they bear the burthen."

ISLE OF WIGHT.—"Public sentiment on the subject of free schools has undergone a radical change, the people beginning to understand that it is the cheapest and best method of educating their children, and but for this unfortunate, much to be pitied element of our population (viz: negroes), would meet with little opposition."

KING & QUEEN AND MIDDLESEX.—"Public sentiment was at first very adverse, but now, with comparatively few exceptions, favorable."

KING WILLIAM.—"The colored people, and perhaps a majority of the whites, are in favor of the public school system; but I believe that many of those who have the burden of taxation to bear are opposed to it."

LANCASTER AND NORTHUMBERLAND.—"The people are not, nor have they been in the main opposed to the school system as a system, but they are not willing to pay the school tax at this time, oppressive as the other taxes are; they think the school system should have been held in abeyance until they were better prepared to appropriate the necessary money."

LEE.—"After having voted against both county and district tax in May last, the people did, after a very animated canvass, reverse that decision at the September election. The people now manifest great eagerness for public free schools in every neighborhood in the county. This evidence, however, is equivocal."

LOUISA.—"We have been much encouraged in our work."

MECKLENBURG.—"A change has taken place, and the most influential citizens (some at least) are in favor of the system."

NANSEMOND.—"I am rather inclined to believe that public sentiment is now more favorable to public schools than at the introduction of the system."

NORFOLK.—"Public sentiment has grown more favorable in all communities where we have succeeded in planting schools, and proportionately obstinate where we have failed."

NORTHAMPTON.—"The public sentiment in the county during the year, so far as the white population are concerned, has been adverse, but is not so much so at present."

NOTTOWAY.—"The schools are growing in favor with all classes. I learn from the collectors that the people generally are paying their taxes promptly and cheerfully."

PATRICK.—"Our cause has become popular, and public sentiment is now decidedly with us."

PETERSBURG.—"Our white population show a growing appreciation of our public schools."

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PITTSYLVANIA.—"All these elements of opposition are rapidly disappearing, and many who were unwilling to have public schools near them, or in any way to patronize them, now ask for their establishment among them. As the operation of the system was sure, it grew into favor, and at the May election the people gave a handsome majority vote in favor of raising in the county, or for the county schools, the same amount as the State itself should appropriate to us for that purpose; and I am satisfied that there is only one real objection to public schools, viz: that you ask them to tax themselves for their support. *If the Legislature taxed them and asked no questions, the entire opposition would die, and public schools would be the popular institution.*"

POWHATAN.—"We have overcome that prejudice in a measure."

PRINCESS ANNE.—"I am glad to be able to say that I think the schools are becoming more popular daily, and I think when they get well under way there will be but few that will oppose them."

PRINCE EDWARD.—"As to encouragements they are few, and of very mild type. I have induced a few most excellent men to act as trustees, and have reason to believe some few who were opposed to the system have had their views partially though slightly modified by the high character of the gentlemen who have accepted office as trustees, and the excellent character of many of the teachers, especially female. On the whole, the results have far exceeded my most sanguine expectations a year ago. We have abundant reason to take courage and persevere."

PRINCE WILLIAM.—"I think the public school system will soon become very popular."

RICHMOND COUNTY AND WESTMORELAND.—"The prejudice against the schools is passing away."

RICHMOND CITY.—"The success of our schools during the past year has been marked, and affords cause of congratulation to all friends of public education. Our system is making rapid progress in the esteem and confidence of the public."

ROANOKE.—"Public sentiment has greatly modified in favor of the system during the year."

ROCKBRIDGE.—"Many influential citizens who formerly opposed the system of public schools now advocate its continuance and improvement. Most of those who are still opposed to it express a willingness to let it have a fair trial. Public sentiment seems to have been gradually changing in favor of public schools."

SCOTT.—"Hostility to the free school system has greatly subsided, and many who were heretofore the bitter opposers, are now the warm and zealous supporters, of the system."

SMYTH.—"It is quite difficult to arrive at a correct status of public sentiment in reference to the system. It seems to vacillate. But prejudice is gradually giving way to better judgment."

SOUTHAMPTON.—"We have men of intelligence, wealth and influence

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who favor the system, but they are afraid to take hold of it for the present."

SPOTSYLVANIA.—"When the schools were first started they were manifestly popular; but when the tax of even only one mill on the dollar's worth of property was asked, the land-holders generally turned against the system, and politicians wishing to make political capital have branded it as a Radical measure, and openly avow a wish to postpone the operation of the system till we have paid the public State debt."

TAZEWELL.—"It was very generally thought at first that the public school system could not be adapted to a mountainous country like ours, without doing injury to many. Quite a number also held the opinion that the majority of the poorer people would not send to these schools, and if they did, it would be so irregular as to do their children no good. Both of these views have been proved false by the successful operation of the system during the first year, although there were greater difficulties in starting the schools and sustaining them then than is likely to be encountered in the future. We may safely say that public sentiment is more decidedly in favor of the public school system now than it was a year ago."

WYTHE.—"We have succeeded beyond our expectations. Prejudices have either been uprooted, or are no longer outspoken. The vote in May was a complete success—42 votes against schools at one precinct, and not more than 8 at any other."

3. *Have all classes of society been proportionately represented in the schools?*

We have reports on this subject from forty-nine counties. In forty-one counties the public schools were attended by all classes alike, high and low, rich and poor. In the other eight counties, many of those who were able to give their children private schooling did so.

4. *Have the colored people shown much desire for education?*

Reports are given for forty-eight counties. In only five of these counties is it stated that the Negroes exhibit little or no interest in the education of their children. In very many cases they manifest as much concern as the whites.

5. *Suggestions as to changes in the school law or regulations.*

6. *Opinion as to the expediency of abolishing votes for ordinary school purposes, and requiring counties and districts to provide the means necessary to supply the county with schools.*

The views of the Superintendents on these two subjects will be given in a special report to be made to the Legislature concerning changes needed in the present school laws.

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7. *Causes of defeat of school-tax, if defeated.*

The county school-tax was carried in seventy-three counties, at the May elections, and lost in twenty-five. In Warwick county, no county election was held. The counties in which the tax was defeated are:—Alleghany, Amherst, Appomattox, Bath, Brunswick, Caroline, Carroll, Charlotte, Craig, Giles, Halifax, Henry, Highland, King George, King William, Lee, Lunenburg, Mathews, Nansemond, New Kent, Northumberland, Russell, Scott, Washington, and Wise.

Some of the causes that contributed to the defeat of the tax in different parts of the State are: That in some counties there had just been heavy voluntary taxation for public buildings or railroads, in addition to the ordinary State, county and township levies, and the people, though largely in favor of public schools, and willing to aid in supporting and improving them, were not willing and felt unable at that time to vote for an additional tax; in many cases the taxes of two years were being collected in one; sometimes the school officers asked for a greater appropriation than was actually necessary for their purposes; the people were often misled by false statements, made by interested parties for private ends, concerning the uses to which the funds were to be appropriated; and with many there was a very decided aversion to an increase of taxation for any purpose.

8. *Any litigation grown out of taxation for school purposes?*

In two or three counties efforts were made by individuals to stop the collection of local taxes on the ground of informality, but without much success.

9. *Any public school property destroyed by violence!*

Two school-houses were burnt mysteriously; but the officers could not certainly say that they were burnt maliciously.

10. *Remarks on school-houses, furniture and apparatus, existing and prospective.*

Great deficiencies reported everywhere, especially in school appliances.

11. *Mode adopted for collecting county and district taxes.*

This topic will be included in the special report to the Legislature.

12. *General character and attainments of the teachers employed.*

Upon this subject nearly all the County Superintendents make substantially the same report. The moral character of the teachers, with few exceptions, has been the highest; their qualifications have seldom been what was desired. The salaries the trustees were able to pay, even after the public money had been increased by voluntary subscriptions on

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the part of the patrons of the schools, were generally entirely insufficient to secure the services of the best teachers that were to be found in the counties.

13. *Comparative efficiency of male and female teachers.*

Fifty-four superintendents have given the result of their observations during the past year. Nine prefer male teachers, fourteen prefer female teachers, eleven have no preference, and the remaining twenty consider men better for principals of graded schools and for ungraded schools in which many well-grown boys are assembled, and prefer women for assistants in graded schools and for schools of small children.

14. *Have the public schools been considered as good as the schools previously kept in the same neighborhoods?*

With the exception of not more than a dozen schools in the whole State, the public schools have been considered by the people in all cases as good as the private schools that were in operation in the same neighborhoods before the public system was introduced, and in a majority of the counties they have been regarded as better. In not a few instances they are far better.

15. *Any plans for improving schools?*

A general agreement in the sentiment, that what we want is a thorough carrying out of the present law and regulations.

16. *Advantages and disadvantages of the supplemental mode of making up the teachers' pay.*

This topic also will be included in the special report.

17. *Views as to what should be the pay of teachers per month, in order to secure the best.*

Accomac, $50; Alleghany and Craig, $50; Amherst, $40 to $60; Bath and Highland, $50; Bedford, $50; Bland, $40 to $50; Botetourt, $40; Campbell, $40 to $50; Lynchburg, $100; Carroll, $30 to $35; Charles City and New Kent, $30; Charlotte, $30 to $40; Dinwiddie, $35. Fauquier, $50; Goochland, $30 to $40; Greensville and Sussex, $25 to $40; Halifax, $30 to $50; Henrico, $35 to $40; Henry, $50; Isle of Wight, $40; King & Queen and Middlesex, $30 to $50; King William, $50; Louisa, $30; Mecklenburg, $50; Nansemond, $30 to $40; Norfolk county, $40 to $75; Northampton, $40; Nottoway, $50; Orange, $35 to $40; Pittsylvania, $50; Prince Edward, $40 to $50; Princess Anne, $40; Roanoke, $50; Rockbridge, $30 to $60; Smyth, $40 to $50; Southampton, $35 to $50; Spotsylvania, $15; Tazewell, $25 to $40; Wythe, $40 to $70.

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18. *Account of teachers' institutes and any other educational meetings held.*

Many educational meetings were held in different counties, and addresses made by County Superintendents and others. Rev. B. M. Smith, Rev. W. W. Walker, and some other superintendents were particularly active in this line of duty.

Teachers' institutes were held in Bland, Cumberland, Augusta, Alexandria, Fluvanna, Smyth, Wise and Wythe before the expiration of the scholastic year, and preparations made in many counties for holding institutes early in the new year.

19. *Best method of giving to the colored teachers the benefit of the institutes.*

In many of the counties no objection is manifested on the part of any to having one institute for both white and colored teachers. Little trouble is apprehended on this subject.

20. *Expediency of charging every applicant for teacher's certificate a fee of one dollar.*

This is not generally approved of by the superintendents, though some favor it.

21. *Have the district boards suitable account and record books? In what style are they kept? Has their business been transacted in proper form? Have the clerks proper vouchers for all payments?*

In more than half the counties all the business has been done properly. In many cases, however, there has been much irregularity.

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Table No. 1.

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Accomac county—																								
Pungoteague	5	2	5.30	4	1	1	1	$40 00	$40 00	$40 00	260	142	194	112	34	21	26	17	75	79	57	44	66	$0 86
Lee	4	2	4.25	3	1	1	1	50 00	50 00	50 00	261	131	150	79	20	19	12	12	57	60	65	38	75	1 28
Metompkin	6	1	4.35	4	2	1	.....	35 00	35 00	35 00	453	32	232	16	47	10	24	5	51	50	69	35	51	1 00
Atlantic	9	2	4.85	3	6	2	.....	25 00	25 00	25 00	448	105	270	59	55	23	33	13	60	56	50	29	51	86
Islands	1	...	4.85	1	1	.....	.....	33 33	25 00	30 21	124	...	65	.....	33	...	18	...	52	...	62	33	40	77
County	25	7	4.72	15	11	5	2	36 23	32 09	34 75	1,546	410	911	266	37	19	22	12	59	65	59	36	58	96
Albemarle county—																								
Scottsville	10	6	4.71	12	4	.....	.....	27 44	27 44	27 44	357	309	212	194	40	27	24	10	59	62	42	25	65	1 10
Rivanna	7	4	4.67	6	4	1	.....	28 79	28 50	28 71	234	200	143	99	31	20	19	10	61	49	39	22	74	1 30
Charlottesville	5	5	4.12	3	3	2	2	36 69	35 24	35 96	162	351	117	224	21	28	15	18	72	64	51	34	71	1 06
Samuel Miller	8	2	3.96	4	6	.....	.....	33 07	30 00	31 21	247	57	179	50	24	7	18	6	73	88	30	23	1 04	1 36
White Hall	8	2	5.	3	5	1	1	30 00	30 00	30 00	288	63	174	51	36	9	22	8	60	81	35	22	86	1 37
County	38	19	4.52	28	22	4	3	29 96	30 38	30 13	1,288	980	825	618	31	20	20	13	64	63	40	25	75	1 21
Alexandria county—																								
Jefferson	1	1	4.55	.....	1	.....	1	.....?	40 00	40 00	44	66	24	29	33	28	18	12	55	44	55	26	80	1 66
Arlington	2	1	4.68	1	1	.....	2	37 50	46 50	44 25	82	141	49	57	58	59	35	24	60	40	56	26	74	1 55
Washington	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
County	3	2	4.63	1	2	.....	3	37 50	44 87	43 40	126	207	73	86	34	37	20	16	58	42	55	26	76	1 59
Alexandria city	4	2	5.	2	8	1	5	55 00	38 67	46 83	601	508	388	264	28	42	18	22	65	52	69	41	65	1 10
Alleghany county—																								
Boiling Spring	5	...	4.6	5	.....	.....	.....	28 18	.....	28 18	190	.....	108	.....	34	.....	19	.....	57	.....	38	22	74	1 30
Covington	4	1	4.2	3	1	.....	1	27 30	25 62	26 68	160	48	96	33	44	40	27	28	60	69	42	26	64	1 03
Clifton	3	...	4.33	3	.....	.....	.....	41 23	.....	41 23	80	.....	55	.....	23	.....	15	.....	69	.....	27	18	1 54	2 25
County	12	1	4.38	11	1	.....	1	31 50	25 62	30 60	430	48	259	33	33	22	20	15	60	69	37	22	83	1 36

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Amelia county—																										
Leigh	5	5	4.27	4	3	3	.....	25 41	30 00	26 02	160	191	107	127	42	21	28	13	67	66	35	23	75	1 13
Giles	5	3	4.34	2	3	.....	3	62 60	33 74	40 96	162	290	113	217	46	32	32	23	70	75	56	41	73	1 00
Jackson	3	3	4.57	2	1	2	1	30 00	22 50	27 50	79	186	57	114	27	28	20	17	72	62	44	28	62	98
County	13	11	4.34	8	7	5	4	32 16	30 49	31 45	401	667	277	458	39	26	27	18	69	69	44	31	71	1 01
Amherst county—																										
Elon	5	1	4.72	4	1	1	.....	25 26	25 00	25 21	146	48	61	21	25	9	10	4	42	44	32	14	78	1 85
Court House	7	4	4 85	4	3	3	1	18 97	19 25	19 07	202	141	123	92	38	23	23	15	61	65	31	20	62	99
Temperance	5	2	4.48	2	3	1	1	25 00	19 77	22 01	160	77	94	54	34	33	18	23	59	70	35	21	62	99
Pedlar	10	...	4.58	7	3	.....	.....	30 00	25 00	28 50	280	.....	176	.....	28	.....	20	.....	63	.....	28	18	94	1 49
County	27	7	4.67	17	10	5	2	24 73	21 34	23 53	788	266	454	167	31	14	18	9	58	67	39	23	73	1 48
Appomattox county—																										
Stonewall	4	2	5.	2	3	2	.....	23 23	15 48	19 91	166	88	110	64	41	21	27	15	66	72	36	24	55	83
South Side	5	1	5.	2	3	1	.....	29 06	19 00	26 03	197	43	122	32	45	10	28	8	62	74	40	25	65	1 04
Clover Hill	4	3	5.	3	1	3	.....	22 97	25 00	23 14	144	221	82	123	24	32	14	17	56	55	52	29	44	79
County	13	6	5.	7	7	6	.....	24 41	17 95	22 28	507	352	314	219	35	23	22	15	62	65	43	26	52	86
Augusta county—																										
Beverly Manor	8	2	4.14	4	4	1	1	33 89	28 76	31 49	279	79	186	51	38	28	25	18	67	65	36	24	87	1 31
The Pastures	11	1	4.41	8	4	.....	.....	35 57	30 92	33 99	385	27	231	19	41	12	24	7	60	70	34	21	1 00	1 62
Riverheads	13	...	3.98	5	8	.....	.....	37 01	21 98	28 49	432	.....	280	.....	39	.....	25	.....	65	.....	33	22	86	1 29
South River	11	1	4.14	7	4	2	.....	37 63	29 40	34 75	345	76	219	47	36	16	23	10	63	62	32	20	1 08	1 73
North River	16	...	5.59	15	1	.....	.....	35 02	33 00	34 95	830	.....	460	.....	62	.....	35	.....	55	.....	52	29	67	1 21
Middle River	12	3	4.74	12	1	2	.....	34 37	30 00	31 64	438	109	290	82	33	39	22	29	66	75	36	25	88	1 27
Staunton	8	2	5.81	5	6	.....	3	48 51	25 76	35 25	396	157	277	103	32	34	23	22	70	65	39	27	90	1 31
County	79	9	4.74	56	28	5	4	36 32	26 91	33 25	3,105	448	1943	302	41	21	26	14	62	67	38	24	87	1 29
Bath county—																										
Warm Springs	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cedar Creek	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Williamsville	2	...	5.	2	.....	.....	.....	30 00	.....	30 00	72	.....	41	.....	25	.....	14	.....	57	.....	36	20	83	1 46
Millboro'	2	...	3.5	1	1	.....	.....	19 44	23 00	21 48	57	.....	36	.....	21	.....	13	.....	63	.....	28	18	75	1 19
County	4	...	4.25	3	1	.....	.....	27 56	23 00	26 49	129	.....	77	.....	13	.....	8	.....	60	.....	32	19	82	1 37
Bedford county—																										
Liberty	8	2	4.52	5	3	2	.....	33 46	26 99	31 04	328	75	215	54	30	6	11	5	66	72	40	27	83	1 26
Lisbon	6	1	4.82	5	1	1	.....	33 30	30 00	32 65	221	67	135	28	31	23	19	10	61	42	41	23	79	1 40
Chamblissburg	5	2	5.	4	1	1	1	30 00	20 00	27 14	261	78	125	42	25	20	12	11	48	54	48	24	56	1 13
Staunton	4	2	5.	4	.....	2	.....	28 45	.....	28 45	179	85	91	49	23	24	13	11	51	58	44	24	65	1 22
Otter	4	2	4.76	3	1	2	.....	34 02	30 00	33 45	168	119	103	70	26	24	16	14	64	58	48	30	68	1 13
Charlemont	4	3	4.55	3	1	1	2	42 02	31 79	37 52	134	126	90	79	24	28	16	18	67	64	38	24	1 01	1 55
Forest	5	1	4.42	5	.....	1	.....	38 79	.....	38 79	180	44	120	25	39	7	26	4	67	58	37	25	1 03	1 61
County	36	13	4.71	29	7	10	3	36 52	24 26	32 26	1,471	594	879	347	28	15	17	9	59	58	42	25	78	1 31
Bland county—																										
Mechanicsburg	5	...	5.	5	.....	.....	.....	32 02	.....	32 00	245	.....	133	.....	55	.....	30	.....	54	.....	49	27	65	1 20
Seddon	3	...	4.	2	1	.....	.....	27 22	22 50	26 04	101	.....	66	.....	34	.....	22	.....	65	.....	34	22	77	1 18
Sharon	4	...	4.50	2	2	.....	.....	25 00	16 00	20 00	164	.....	95	.....	53	.....	31	.....	58	.....	41	24	48	85
Rocky Gap	5	...	4.60	4	1	.....	.....	24 05	25 00	24 26	194	.....	104	.....	49	.....	26	.....	54	.....	39	21	62	1 18
County	17	...	4.58	13	4	.....	.....	27 97	19 58	26 03	704	.....	398	.....	48	.....	27	.....	56	.....	41	23	68	1 12

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Botetourt county—																								
Amsterdam	12	2	4 65	10	5	1	1	30 28	30 00	30 18	589	74	382	59	58	22	38	16	65	80	39	27	82	1 22
Fincastle	11	3	5.	9	3	1	1	22 50	25 00	23 93	400	114	259	83	31	30	20	22	64	72	37	25	63	95
Buchanan	10	2	5.	9	5	.....	.....	30 00	30 00	30 00	416	154	314	89	38	31	29	19	75	57	40	29	75	1 06
County	33	7	4.88	28	13	2	2	27 59	28 66	28 17	1,405	342	955	231	49	27	27	19	68	69	44	30	72	1 06
Brunswick county—																								
Totaro	6	3	5.	5	1	3	.....	30 00	30 00	30 00	203	264	133	114	36	23	23	9	65	43	52	27	57	1 09
Meherrin	5	2	5.	1	4	2	.....	30 00	30 00	30 00	184	149	113	95	29	12	17	8	61	63	47	30	63	1 01
Red Oak	6	3	5.	.....	6	3	.....	30 00	26 75	27 83	184	105	122	82	62	16	41	12	64	78	32	23	86	1 23
County	17	8	5.	6	11	8	.....	30 00	28 23	29 22	571	518	368	291	38	17	24	9	64	57	44	26	67	1 11
Buchanan county—																								
Sand Lick	6	...	3.66	6	.....	.....	.....	30 00	.....	30 00	231	.....	124	.....	38	.....	20	.....	54	.....	38	21	77	1 45
Grundy	7	...	2.71	7	.....	.....	.....	33 16	.....	33 16	223	.....	101	.....	50	.....	22	.....	45	.....	37	14	1 04	2 30
Garden	4	...	3.	4	.....	.....	.....	37 50	.....	37 50	164	.....	86	.....	41	.....	22	.....	53	.....	41	21	91	1 74
County	17	...	3.12	17	.....	.....	.....	32 83	.....	32 83	618	.....	311	.....	42	.....	21	.....	50	.....	36	18	90	1 79
Buckingham county—																								
Maysville	4	2	4.50	1	3	2	.....	23 91	20 00	23 33	135	135	68	81	65	44	33	26	50	60	45	25	52	93
James River	6	2	5.	4	3	1	.....	23 00	23 00	23 00	180	106	97	67	43	30	28	20	54	64	36	20	64	1 12
Slate River	3	4	5.	6	.....	1	.....	24 40	.....	24 40	100	180	56	104	29	43	17	25	56	58	40	23	61	1 06
Marshall	6	4	5.	4	6	.....	.....	22 00	22 00	22 00	173	165	99	82	38	29	21	15	57	49	34	18	65	1 21
Curdsville	2	3	5.	.....	5	.....	.....	.....	31 20	31 20	60	125	40	74	32	23	21	14	66	59	37	23	84	1 36
Francisco	2	3	5.	5	.....	.....	.....	25 00	.....	25 00	56	107	23	77	25	29	10	21	44	72	35	20	76	1 25
County	23	18	4.92	20	17	4	.....	23 78	25 20	24 30	704	818	383	485	38	33	21	19	54	59	37	21	65	1 16
Campbell county—																								
Rustburg	6	2	4.27	6	3	.....	.....	32 60	47 23	44 64	277	102	173	69	33	18	21	12	63	68	32	27	94	1 47
Brookeville	3	1	4.45	4	.....	.....	.....	34 27	.....	34 27	92	51	59	27	20	18	13	9	64	53	23	22	96	1 59
Otter River	2	2	4.21	4	.....	.....	.....	33 88	.....	33 83	83	86	53	48	19	16	12	9	64	56	25	25	80	1 84

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Seneca	6	1	3.91	5	3	.....	.....	53 80	42 88	49 63	213	43	149	43	46	8	32	8	70	100	34	24	1 36	1 81
Falling River	8	...	5.	4	4	.....	.....	40 00	32 25	36 25	321	.....	199	.....	46	.....	35	.....	62	.....	40	25	77	1 25
County	25	6	4.39	23	10	.....	.....	39 81	41 04	40 49	986	282	633	187	36	12	23	7	64	66	41	26	1 00	1 53
Caroline county—																									
Reedy Church	4	5	4.70	9	.....	.....	.....	30 00	.....	30 00	137	244	95	127	29	36	20	19	69	52	42	25	71	1 22
Madison	4	4	5.	7	1	.....	.....	30 00	30 00	30 00	166	187	93	113	27	24	16	15	56	60	44	26	62	1 16
Port Royal	4	3	4.59	.....	6	1	1	25 00	25 00	25 00	138	138	72	73	34	20	17	11	52	53	34	18	63	1 21
Bowling Green	5	4	4.51	7	2	.....	.....	30 00	30 00	30 00	186	246	123	126	23	38	15	19	66	51	48	28	69	1 20
County	17	16	4.85	23	9	1	1	29 91	26 79	29 09	627	963	383	439	28	34	17	15	61	46	48	25	64	1 16
Carroll county—																									
Pine Creek	8	...	4.68	6	3	.....	.....	18 53	14 30	17 40	364	.....	166	.....	47	.....	21	.....	45	.....	45	21	38	84
Laurel Fork	9	...	4.81	7	2	.....	.....	18 30	15 00	17 44	521	.....	258	.....	59	.....	29	.....	49	.....	58	28	31	1 27
Fancy Gap	6	...	4.	4	2	.....	.....	18 10	19 84	18 68	290	.....	139	.....	49	.....	24	.....	44	.....	48	23	46	97
Piper Gap	8	...	5.	6	2	.....	.....	17 70	17 70	17 70	370	.....	178	.....	60	.....	29	.....	48	.....	46	22	38	79
Sulphur Springs	6	...	4.83	4	2	.....	.....	22 25	14 48	19 65	234	.....	130	.....	34	.....	19	.....	51	.....	39	21	53	91
County	37	...	4.80	27	11	.....	.....	18 58	15 08	18 06	1,779	.....	871	.....	50	.....	24	.....	49	.....	48	24	38	77
Charles City county—																									
Harrison	2	2	4.91	3	1	.....	.....	39 09	25 00	35 51	53	124	34	53	25	30	16	13	64	42	44	22	80	1 63
Tyler	2	2	4.96	3	1	.....	.....	27 35	27 07	27 28	76	106	49	60	45	34	29	19	64	56	46	27	60	1 00
Chickahominy	2	2	5.	3	1	.....	.....	25 09	25 09	25 09	112	91	48	44	97	42	42	20	64	48	51	23	49	1 09
County	6	6	4.96	9	3	.....	.....	30 50	25 72	29 30	241	321	131	157	50	34	28	15	54	50	47	24	62	1 21
Charlotte county—																									
Walton	5	2	4.71	3	2	2	.....	29 09	19 11	26 25	170	105	106	58	41	19	25	11	62	55	39	51	66	2 32
Bacon	5	2	4.97	2	3	2	.....	25 15	25 15	25 15	119	95	86	74	37	13	26	10	75	77	31	28	82	1 10
Roanoke	8	7	3.85	4	4	5	3	27 95	21 50	26 64	246	483	142	239	48	43	27	21	60	50	49	25	56	1 14
Madison	3	4	4.14	1	2	3	1	30 19	42 72	35 56	101	235	72	26	27	32	19	3	71	11	48	23	86	1 82
County	21	15	4.29	10	11	12	4	28 11	27 56	27 90	636	918	406	397	39	29	25	13	64	41	43	22	67	1 45
Chesterfield county—																									
Manchester	3	2	5.60	2	7	.....	1	34 82	41 29	40 00	242	255	188	176	25	30	19	21	77	70	50	36	84	1 10
Midlothian	3	3	4.52	2	3	1	.....	33 92	36 87	35 40	130	163	82	118	31	40	19	29	63	72	49	34	72	1 06
Matoaca	5	1	6.43	4	2	1	.....	23 33	23 33	23 33	266	44	181	30	33	12	23	8	68	68	44	30	52	77
Dale	3	2	3.74	3	1	1	.....	33 12	32 25	32 10	95	60	68	44	30	27	21	20	71	73	31	22	1 06	1 38
Clover Hill	5	2	4.74	4	2	1	1	40 00	29 54	36 08	184	182	120	102	29	32	19	18	65	56	46	28	79	1 30
Bermuda	2	3	4.07	2	.....	2	1	27 21	30 71	27 91	61	169	47	117	26	45	20	31	77	69	46	35	60	85
County	21	13	4.76	17	15	6	3	31 85	38 70	34 85	978	873	686	587	29	31	20	21	70	66	54	34	77	1 12
Clarke county—																									
Greenway	3	1	3.91	2	1	1	.....	28 01	30 00	29 00	148	64	88	34	48	38	29	20	60	53	42	24	84	1 36
Chapel	4	1	4.46	4	.....	.....	1	27 29	25 00	26 78	166	60	88	45	41	70	22	53	55	75	45	27	73	1 24
Battletown	3	1	4.07	3	.....	1	1	26 54	33 33	28 62	107	112	49	62	29	76	44	42	46	55	44	22	55	1 09
Long Marsh	3	...	4.72	3	.....	.....	.....	29 92	.....	29 92	153	.....	81	.....	43	.....	23	.....	53	.....	51	27	58	1 10
County	13	3	4.25	12	1	2	2	27 58	34 64	28 45	574	236	306	141	40	44	21	26	53	60	51	28	68	1 25
Craig county—																									
New Castle	4	...	4.	4	.....	.....	.....	28 75	.....	28 75	166	.....	88	.....	43	.....	22	.....	53	.....	41	22	72	1 36
Alleghany	6	...	3.9	4	2	.....	.....	24 52	22 50	23 96	156	.....	99	.....	46	.....	29	.....	63	.....	26	16	75	1 18
Simmonsville	3	...	4.33	2	1	.....	.....	25 00	25 00	25 00	119	.....	59	.....	35	.....	18	.....	49	.....	39	19	63	1 26
County	13	...	3.9	10	3	.....	.....	26 26	23 33	25 74	441	.....	246	.....	41	.....	23	.....	55	.....	33	17	75	1 34

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.														
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Culpeper county—																									
Jeffersonton	5	2	4.07	2	4	1	.....	26 66	22 09	24 06	138	97	87	69	34	22	21	15	63	71	33	22	72	1 08
Salem	9	2	4.49	5	6	.....	.....	22 46	19 20	20 72	275	100	167	56	62	25	38	14	61	56	34	20	61	1 02
Cedar Mountain	2	2	3.74	1	2	.....	1	20 00	32 60	30 06	59	53	37	35	25	18	16	12	63	66	28	18	1 07	1 66
Catalpa	4	1	4.90	3	4	2	.....	35 10	16 11	26 68	222	170	145	114	40	35	26	22	65	66	43	28	61	92
Stephensburg	2	1	4.71	3	.....	.....	.....	51 59	.....	51 59	83	48	47	24	23	26	12	13	56	50	43	24	1 21	2 24
County	22	8	4.44	14	16	3	1	32 52	21 16	26 90	777	468	483	298	39	26	25	16	62	63	37	23	73	1 17
Cumberland county—																									
Hamilton	5	3	4.82	5	4	.....	.....	26 55	20 54	23 88	160	104	106	67	37	14	24	9	66	64	29	20	81	1 24
Madison	3	3	4.92	5	1	.....	.....	34 69	50 00	37 29	82	150	50	90	32	27	20	16	61	60	38	23	96	1 66
Randolph	2	3	4.98	4	1	.....	.....	37 69	55 00	41 16	51	209	32	100	28	41	18	20	63	48	52	26	79	1 56
County	10	9	4.8	14	6	.....	.....	32 91	31 44	32 47	293	463	188	257	34	25	21	14	64	55	40	23	87	1 48
Dinwiddie county—																									
Darvills	4	4	4.96	8	.....	.....	.....	25 18	.....	25 18	137	159	94	112	43	33	30	23	67	70	37	21	68	98
Sappony	2	3	4.16	4	1	.....	.....	25 20	25 20	25 20	87	183	43	120	44	112	22	74	49	7	54	31	55	92
Rowanty	5	4	4.48	9	.....	.....	.....	24 75	.....	24 75	177	223	120	102	51	31	35	14	67	45	24	21	56	1 00
Namozine	4	4	4.71	6	1	1	.....	24 53	24 53	24 53	136	208	81	129	29	25	18	15	59	62	43	26	57	93
County	15	15	4.75	27	2	1	.....	24 86	25 00	24 89	537	779	338	463	40	35	25	21	62	59	44	27	56	92
Elizabeth City county—																									
Chesapeake	3	1	4.41	3	1	3	.....	29 15	10 00	27 86	147	145	93	100	50	26	31	18	63	69	42	27	64	97
Wythe	4	1	3.93	3	1	2	.....	37 51	40 00	37 73	165	88	103	44	57	12	36	06	62	50	42	25	90	1 55
Southfield	1	1	5.2	.....	1	1	.....	25 00	40 74	33 17	60	44	34	30	88	14	50	09	57	68	52	32	63	1 03
County	8	3	4.33	6	3	6	.....	31 47	34 00	34 81	372	277	230	174	57	17	35	11	62	63	59	36	74	1 67
Essex county—																									
Central	5	3	4.62	5	2	1	.....	27 92	30 00	28 48	150	173	113	122	45	24	34	17	75	70	40	29	71	97
Rappahannock	5	3	4.50	6	2	.....	.....	25 00	25 00	25 00	165	176	112	105	41	31	28	19	68	60	42	26	43	71
Occupacia	3	4	4.	7	1	.....	.....	43 74	10 00	40 61	90	217	61	115	34	19	24	10	68	53	38	22	1 06	1 84
County	13	10	4.37	18	5	1	.....	32 60	25 21	29 55	405	566	286	342	40	28	28	14	70	60	40	26	77	1 18

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Fairfax county—																									
Centreville	4	2	4.08	1	3	1	1	30 00	18 85	22 65	125	55	86	40	33	39	23	28	69	73	30	21	75	1 08
Lee	2½	1	5.07	2½	.....	.....	1	28 97	25 00	28 28	79	31	58	20	23	27	17	17	73	65	37	26	76	1 09
Mt. Vernon	5½	3	4.62	½	5	.....	3	22 50	29 59	27 70	136	120	100	69	35	40	25	22	74	57	32	20	87	1 38
Falls Church	3	2	5.03	1	5	2	.....	31 66	30 00	30 62	207	66	160	37	41	20	31	11	77	56	34	25	90	1 22
Providence	6	4	4.03	2	4	4	.....	28 81	30 00	29 35	254	111	187	71	35	27	26	17	74	64	36	26	81	1 13
Dranesville	7	1	5.	5	2	.....	1	32 40	24 83	29 55	223	25	157	15	45	19	32	11	70	60	31	21	94	1 41
County	28	13	4.73	12	19	7	6	29 66	27 09	28 30	1,024	408	748	252	36	29	26	18	73	62	33	23	86	1 23
Fauquier county—																									
Marshall	7	3	4.97	8	.....	2	.....	33 56	.....	33 56	348	134	160	69	33	19	15	10	45	51	48	23	69	1 46
Centre	7	4	4.94	6	3	2	.....	29 63	29 35	29 53	266	206	151	120	31	26	18	15	56	60	43	24	68	1 18
Scott	8	3	4.90	6	2	3	.....	30 90	33 51	31 35	321	132	194	100	38	25	23	19	60	75	41	27	76	1 17
Rappahannock	8	3	4.25	6	4	1	.....	22 35	27 16	24 02	225	130	142	75	41	34	26	20	63	58	32	22	74	1 21
Cedar Run	5	3	4.25	5	2	1	.....	23 50	14 86	21 62	150	89	88	62	43	29	25	20	58	70	29	19	72	1 15
County	35	16	4.68	31	11	9	.....	28 92	27 23	28 57	1,310	691	735	426	36	22	20	16	56	62	40	23	72	1 25
Floyd county—																									
Locust Grove	6	...	4.96	6	.....	.....	.....	35 22	.....	35 22	319	.....	134	.....	52	.....	22	.....	42	.....	53	22	66	1 59
Little River	6	1	5.	4	2	1	.....	25 00	27 50	25 72	338	45	130	27	53	39	21	23	40	60	54	23	46	1 12
Jacksonville	8	1	4.11	6	2	1	.....	25 55	25 00	25 40	423	43	188	32	53	41	24	33	46	78	52	25	49	1 03
Alum Ridge	3	...	5.	2	1	.....	.....	25 00	25 00	25 00	175	.....	62	.....	46	.....	16	.....	35	.....	58	20	43	1 20
Indian Valley	6	...	5.	4	2	.....	.....	25 00	25 00	25 00	338	.....	151	.....	45	.....	20	.....	45	.....	56	25	44	99
Burks Fork	2	...	5.	2	.....	.....	.....	25 00	.....	25 00	123	.....	51	.....	41	.....	17	.....	41	.....	61	25	40	1 00
County	31	2	4.75	24	7	2	.....	27 63	25 07	27 21	1,716	88	716	59	52	25	22	17	42	68	55	23	49	1 15
Fluvanna county—																									
Palmyra	6	3	4.93	5	4	.....	.....	36 01	33 91	35 06	183	117	114	68	43	35	27	21	62	58	33	20	1 06	1 75
Columbia	5	3	4.71	7	4	1	.....	28 82	20 62	27 37	226	208	149	113	63	63	41	30	66	54	36	21	76	1 30
Fork Union	5	5	4.81	4	4	2	.....	29 67	33 80	31 26	145	253	90	133	50	41	31	21	62	53	40	22	78	1 42
Cunningham	7	3	4.55	5	5	.....	.....	30 81	31 24	31 02	262	142	139	86	51	38	27	23	53	60	40	23	78	1 35
County	23	14	4.75	21	17	3	.....	30 97	31 47	31 16	816	720	492	400	52	44	31	24	60	56	37	22	84	1 41
Franklin county—																									
Rocky Mount	4	1	5.	2	2	1	.....	32 16	32 50	32 30	152	60	81	36	27	18	15	11	54	60	42	23	76	1 38
Snow Creek	2	1	4.33	1	1	1	.....	32 50	30 00	31 54	73	30	39	23	19	12	10	9	53	77	34	20	91	1 52
Union Hall	5	...	4.94	4	1	.....	.....	35 00	35 00	35 00	198	.....	115	.....	38	.....	22	.....	59	.....	40	23	88	1 51
Gill's Creek	3	1	5.	2	1	1	.....	30 00	30 00	30 00	133	32	71	21	18	11	10	8	53	66	41	23	72	1 30
Bonbrook	4	...	4.50	3	1	.....	.....	30 00	30 00	30 00	195	.....	106	.....	30	.....	16	.....	54	.....	49	26	61	1 13
Magodee	3	...	4.76	2	1	.....	.....	30 00	30 00	30 00	133	.....	66	.....	23	.....	11	.....	50	.....	44	22	66	1 33
Blackwater	5	...	5.	2	3	.....	.....	31 50	25 00	27 60	201	.....	99	.....	55	.....	27	.....	49	.....	40	20	49	1 01
Long Branch	4	...	4.50	4	.....	.....	.....	32 50	32 50	32 50	233	.....	81	.....	85	.....	12	.....	35	.....	58	20	55	1 60
Brown Hill	3	...	4.33	2	1	.....	.....	30 00	20 00	27 70	144	.....	61	.....	30	.....	13	.....	42	.....	48	20	57	1 36
County	33	3	4.76	22	11	3	.....	30 75	29 00	30 00	1,462	122	719	80	30	4	15	2	49	66	44	22	68	1 34
Frederick county	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Giles county—																									
Pearisburg	10	1	4.86	5	5	.....	1	28 93	28 52	28 71	313	44	172	20	49	35	27	16	55	45	32	15	89	1 64
Walker's Creek	7	1	4.74	5	3	.....	.....	33 07	28 84	31 62	278	31	162	20	50	33	29	21	58	65	39	23	81	1 39
Pembroke	7	...	4.12	5	2	.....	.....	30 69	31 50	30 92	275	.....	133	.....	58	.....	28	.....	48	.....	39	19	78	1 62
Newport	4	...	4.93	4	.....	.....	.....	32 91	.....	32 91	151	.....	81	.....	38	.....	20	.....	54	.....	38	20	87	1 63
County	28	2	4.66	19	10	.....	1	31 38	29 07	30 55	1,017	75	548	40	49	27	26	13	54	53	36	20	84	1 56

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Gloucester county—																								
Petsworth	6	1	4.55	.....	6	1	.....	25 00	28 06	27 86	193	45	130	32	52	9	33	6	67	71	34	23	82	1 19
Ware	5	2	4.75	.....	5	2	.....	30 30	26 28	27 46	137	111	91	62	34	17	22	9	66	56	35	22	77	1 25
Abingdon	8	3	4.41	6	4	.....	1	30 14	30 39	30 28	297	153	178	92	34	22	20	13	60	60	41	24	72	1 24
County	19	6	4.70	6	15	3	1	29 97	28 21	28 86	627	309	399	186	38	16	24	10	63	60	37	23	77	1 23
Goochland county—																								
Dover	6	2	4.67	2	4	2	.....	25 00	28 06	27 86	202	120	136	55	46	20	29	9	62	55	40	24	74	1 24
Lickinghole	4	3	4.84	3	1	2	2	30 30	26 28	27 46	80	157	54	95	19	21	13	13	67	60	30	19	81	1 29
Byrd	4	4	4.96	4	.....	2	2	30 14	30 38	30 26	154	272	102	131	39	42	26	20	66	48	53	27	50	92
County	14	9	4.81	9	5	6	4	29 94	28 20	28 82	436	549	292	281	34	27	23	14	67	54	43	25	65	1 08
Grayson county—																								
Old Town	9	...	4.77	9	.....	.....	.....	20 81	.....	20 81	461	.....	196	.....	55	.....	23	.....	43	.....	51	22	40	95
Elk Creek	16	1	4.88	8	8	1	.....	22 65	18 44	20 66	967	35	382	16	63	18	25	8	46	40	59	23	35	90
Wilson	16	...	3.22	15	1	.....	.....	22 62	22 50	22 62	943	.....	380	.....	77	.....	31	.....	40	.....	59	24	33	85
County	41	1	4.23	32	9	1	.....	22 06	18 54	21 27	2,371	35	958	16	66	10	27	5	40	40	57	23	36	91
Greene county—																								
Stanardsville	5	1	4.26	4	2	.....	.....	52 85	22 50	43 51	143	50	91	30	41	27	26	16	64	60	32	20	1 37	2 19
Ruckersville	5	1	4.06	1	5	.....	.....	25 00	25 00	25 00	171	23	131	19	58	13	45	11	77	82	32	25	73	95
Monroe	4	...	4.51	3	1	.....	.....	30 98	32 00	31 26	166	.....	66	.....	44	.....	16	.....	40	.....	41	16	76	1 91
County	14	2	4.25	8	8	.....	.....	41 50	25 45	33 76	480	73	288	49	48	16	29	11	60	68	34	21	98	1 61
Greensville county—																								
Belfield	1	1	5.	1	.....	1	.....	27 70	.....	27 70	28	40	10	31	11	12	4	10	36	77	34	20	81	1 35
Hicksford	2	...	5.10	2	.....	.....	.....	29 41	.....	29 41	58	.....	35	.....	17	.....	10	.....	60	.....	29	17	1 01	1 68
Zion	1	...	4.90	1	.....	.....	.....	30 61	.....	30 61	34	.....	20	.....	24	.....	14	.....	59	.....	34	20	90	1 53
County	4	1	5.	4	.....	1	.....	28 96	.....	28 96	120	40	65	31	16	4	16	9	54	77	32	19	91	1 51
Halifax county—																								
Bannister	3	3	5.	5	2	.....	.....	50 74	34 70	45 43	130	161	76	123	27	20	17	16	58	76	48	33	91	1 37
Roanoke	7	4	4.60	8	3	.....	.....	30 33	26 66	29 25	247	234	151	160	40	28	25	20	61	68	43	29	67	1 03

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Staunton	4	3	5.10	7	.....	.....	.....	34 38	.....	34 38	194	152	123	108	27	20	17	14	63	71	59	38	70	1 04
Birch Creek	4	5	4.92	7	2	.....	.....	43 79	35 00	41 80	164	232	98	153	24	20	15	13	60	66	66	42	1 00	1 58
Mount Carmel	4	3	5.07	5	1	1	.....	41 41	17 83	34 77	149	207	94	137	31	25	20	16	63	66	51	33	68	1 06
Hyco	4	3	5.07	5	1	1	.....	40 31	25 83	37 46	220	140	117	83	36	28	19	17	51	59	51	28	62	1 13
County	26	21	4.93	37	9	2	.....	38 04	28 04	35 84	1,104	1,126	659	764	31	22	18	15	59	60	48	30	76	1 18
Hanover county—																									
Beaver Dam	7	5	4.5	4	3	3	2	17 06	22 96	19 37	190	231	109	136	37	36	21	21	57	59	35	20	57	98
Allen's Creek	5	3	4.62	1	4	2	1	30 00	27 62	28 65	190	151	109	74	45	32	26	16	57	49	43	23	67	1 25
Ashland	6	3	4.66	1	5	2	1	31 33	29 09	29 88	181	175	118	95	32	32	21	17	65	54	40	24	74	1 29
Clay	3	3	5.16	1	2	3	1	30 00	24 55	28 07	151	158	89	97	32	29	19	18	59	61	51	31	54	91
Henry	7	2	4.77	3	4	2	.....	28 40	28 89	28 60	236	111	150	55	39	24	25	12	63	49	39	23	71	1 26
County	28	16	4.75	10	18	12	5	26 06	26 90	26 46	948	826	575	457	36	31	22	17	61	55	40	23	65	1 13
Henrico county—																									
Varina	4	3	3.57	3	1	2	1	31 17	26 31	30 80	116	153	75	79	27	41	17	21	65	51	38	22	80	1 40
Fairfield	7	3	3.92	4	3	2	1	32 28	24 81	29 27	218	99	136	70	32	18	20	13	62	70	32	21	85	1 30
Brookland	5	2	4.84	2	3	1	1	35 71	33 60	34 51	181	95	97	57	32	22	17	13	54	60	39	22	93	1 67
Tuckahoe	7	2	4.68	3	6	1	1	24 00	22 94	23 30	306	120	199	89	60	32	39	24	65	74	39	26	74	1 10
County	23	10	4.27	12	13	6	4	30 75	26 33	28 66	821	467	507	295	38	27	23	17	62	63	39	24	81	1 32
Henry county—																									
Martinsville	7	2	4.33	5	2	2	.....	30 75	30 00	30 64	340	92	231	68	51	29	35	15	68	74	48	33	63	92
Leatherwood	4	3	4.14	4	.....	3	.....	37 93	.....	37 93	206	179	176	118	30	32	26	21	85	66	55	42	69	90
Ridgway	5	3	4.25	4	1	3	.....	31 83	30 00	31 26	220	157	129	120	33	32	20	24	59	77	48	33	66	1 00
Horse Pasture	3	2	5.	3	.....	2	.....	34 00	.....	34 00	134	132	62	86	27	27	13	7	46	65	53	30	75	1 35
County	19	10	4.37	16	3	10	.....	33 43	30 00	33 13	900	560	598	392	36	28	24	20	68	70	50	34	65	97
Highland county—																									
Blue Grass	4	...	5.	4	.....	.....	.....	29 75	.....	29 75	151	.....	89	.....	33	.....	20	.....	59	.....	38	22	79	1 33
Monterey	4	...	5.	2	2	.....	.....	32 50	29 50	30 00	115	.....	77	.....	28	.....	18	.....	66	.....	29	19	1 04	1 54
Stonewall	7	...	4.35	5	2	.....	.....	28 78	17 50	25 08	182	.....	104	.....	31	.....	18	.....	57	.....	26	15	97	1 68
County	15	...	4.7	11	4	.....	.....	29 90	22 50	27 80	448	.....	270	.....	31	.....	19	.....	60	.....	30	18	98	1 63
Isle of Wight county—																									
Newport	5	2	4.	2	3	1	1	38 42	40 35	39 90	172	91	98	74	20	20	11	16	57	81	38	25	1 06	1 63
Hardy	6	1	4.75	1	5	1	.....	31 25	27 13	29 00	223	65	165	41	29	16	22	11	73	63	41	29	70	98
Windsor	9	2	4.27	3	5	1	1	12 32	12 83	12 61	305	72	181	34	66	28	39	13	59	47	34	19	34	57
County	20	5	4.33	6	13	3	2	23 65	24 92	24 67	700	228	444	149	34	21	22	14	66	62	37	25	66	1 04
James City county—																									
Stone House	1	1	4.9	1	.....	1	.....	30 61	.....	30 61	41	57	21	27	43	40	22	19	51	48	49	24	62	1 27
Powhatan	2	1	3.51	.....	2	2	.....	62 50	25 71	38 75	47	67	27	43	37	22	21	14	57	64	28	18	1 31	2 13
Jamestown	2	1	3.85	1	1	1	.....	31 79	15 00	25 97	33	41	22	16	25	16	16	6	67	39	25	12	1 05	2 05
Williamsburg	2	1	4.16	.....	2	1	.....	19 19	21 60	20 73	35	40	24	28	23	24	16	16	69	70	25	17	83	1 20
County	7	4	3.95	2	5	5	.....	34 76	22 06	27 09	156	205	94	114	29	25	17	13	60	55	30	17	90	1 59
King & Queen county—																									
Newtown	2	2	5.	2	.....	2	.....	40 00	.....	40 00	77	105	51	60	22	20	15	12	65	57	45	28	88	1 45
Stevensville	4	4	5.	4	.....	4	.....	29 37	.....	29 37	157	232	110	127	28	28	20	13	70	59	49	30	59	98
Buena Vista	4	3	5.	1	3	1	2	20 00	27 00	25 00	135	184	89	111	27	30	19	18	60	60	45	28	55	87
County	10	9	5.	7	3	7	2	31 07	27 00	30 00	369	521	250	298	26	24	17	14	70	57	46	29	64	1 05
King George county—																									
Shiloh	3	2	4.97	4	.....	1	.....	26 66	.....	26 66	118	77	69	42	32	22	19	12	58	55	39	22	68	1 20
Chotank	5	3	4.77	3	3	2	.....	25 84	30 00	27 26	184	164	113	97	35	26	21	15	61	59	43	26	63	1 04

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil av. attend.
King George (cont'd)—																								
Passpatanzy	3	1	4.25	2	2	.....	.....	25 00	20 00	22 06	120	39	75	27	53	21	33	15	62	70	40	25	55	86
County	11	6	4.70	9	5	3	.....	26 09	25 65	25 97	422	280	257	166	38	24	23	14	61	59	41	25	63	1 04
King William county—																								
West Point	3	1	5.	2	2	.....	.....	35 00	35 00	35 00	114	42	76	30	40	11	26	8	66	71	39	27	89	1 32
Acquinton	4	2	4.54	2	2	2	.....	28 78	27 20	28 25	121	136	89	82	42	21	31	13	74	60	43	28	66	99
Mangohic	3	2	4.50	3	1	1	.....	34 15	35 00	34 22	116	118	83	67	37	27	23	15	71	57	47	30	72	1 14
County	10	5	4.68	7	5	3	.....	32 76	32 78	32 77	351	296	248	179	40	20	26	12	70	60	43	28	74	1 12
Lancaster county—																								
White Chapel	2	2	5.	1	1	2	.....	21 54	21 68	21 58	68	143	31	71	37	42	17	21	46	50	52	21	41	1 02
Mantua	4	2	4.	2	2	1	1	15 38	15 38	15 38	124	110	79	54	43	28	27	13	63	49	39	22	39	70
White Stone	3	2	4.53	2	1	2	.....	24 84	.....	24 84	96	177	62	104	29	38	19	22	64	58	55	33	45	75
County	9	6	4.9	5	4	5	1	21 35	16 98	20 32	288	430	172	229	36	38	22	19	59	53	48	26	42	78
Lee county—																								
Rose Hill	12	1	3.92	16	1	1	.....	26 08	.....	26 08	724	38	347	22	65	23	31	13	48	58	59	28	44	92
White Shoals	12	...	4.20	9	4	.....	.....	25 19	25 00	25 14	681	.....	316	.....	68	.....	32	.....	46	.....	52	24	47	1 03
Jonesville	12	...	4.02	8	3	.....	.....	30 72	28 84	30 22	659	.....	305	.....	51	.....	24	.....	46	.....	44	20	55	1 19
Rocky Station	11	...	4.27	6	4	.....	.....	25 00	23 69	24 41	587	.....	247	.....	60	.....	24	.....	42	.....	53	22	49	1 18
Yokum Station	9	...	4.97	7	3	.....	.....	30 01	21 67	27 24	520	.....	205	.....	66	.....	27	.....	39	.....	52	20	47	1 19
County	56	1	4.28	46	15	1	.....	27 26	24 54	26 54	3,171	38	1420	22	61	8	27	5	44	58	51	23	47	1 05
Loudoun county—																								
Leesburg	6	1	4.85	4	2	1	1	40 09	32 21	40 00	292	140	168	86	32	42	18	24	57	62	54	32	64	1 09
Mount Gilead	10	4	4.65	5	5	2	2	28 11	19 60	23 83	508	212	273	99	67	54	36	25	54	47	40	21	43	84
Mercer	7	2	4.77	7	—	1	1	42 64	10 92	39 15	293	150	187	106	36	28	23	20	64	71	40	27	79	1 20
Lovettsville	8	1	3.73	6	2	.....	1	31 40	28 81	29 68	453	15	242	10	48	18	26	12	53	66	52	28	57	1 05
Jefferson	7	1	4.87	6	1	1	.....	30 97	20 41	29 62	355	46	204	27	49	17	28	10	58	60	50	29	64	1 11
Broad Run	8	...	4.87	5	3	.....	.....	24 07	18 64	22 01	296	.....	164	.....	46	.....	26	.....	56	.....	37	21	59	1 07
County	46	9	4.60	33	13	5	5	33 88	21 74	29 98	2,197	563	1238	328	46	31	26	18	56	58	51	29	60	1 05

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Louisa county—																									
Jackson	6	4	4.10	6	4	.....	.....	26 52	25 06	25 92	175	250	104	134	39	37	23	20	59	54	42	24	60	1 11
Cuckoo	7	4	4.70	8	3	.....	.....	24 30	21 90	23 70	225	264	127	149	47	30	26	17	56	57	45	27	53	95
Court House	5	3	4.6	6	3	1	1	26 90	26 90	26 90	174	283	120	170	28	31	20	18	69	59	42	26	59	93
Green Spring	5	2	4.86	3	4	1	.....	29 83	22 22	26 32	167	164	111	110	35	22	28	14	67	61	42	28	64	95
County	23	13	4.56	23	14	2	1	26 53	24 12	25 61	741	961	462	563	37	30	23	17	62	57	43	26	58	97
Lunenburg county—																									
Lewiston	2	2	5.	.....	2	1	1	30 00	30 00	30 00	70	81	49	72	30	18	21	16	70	90	38	30	79	1 00
Brown's Store	2	2	5.15	2	1	.....	2	30 00	30 00	30 00	124	86	92	71	41	22	31	18	81	82	42	33	71	91
Pleasant Grove	2	2	5.07	2	.....	1	1	29 25	30 00	29 50	80	64	44	44	31	17	17	11	55	69	36	22	82	1 34
Rehoboth	3	1	5.12	2	1	1	.....	30 00	30 00	30 00	123	43	74	25	47	13	28	8	60	58	41	25	73	1 20
Lochleven	2	2	5.	1	1	2	.....	30 00	30 00	30 00	80	72	51	43	32	24	20	14	64	60	38	23	74	1 30
Columbian Grove	2	1	5.	.....	2	1	1	30 00	28 00	28 66	70	59	47	27	46	18	31	8	67	45	32	18	89	1 59
County	13	10	5.06	7	7	6	5	29 87	29 66	29 70	547	405	357	282	38	18	25	13	65	70	38	26	78	1 14
Lynchburg city	6	3	2.87	9	11	.....	.....	60 74	40 90	48 96	350	368	212	197	39	46	24	25	61	54	36	20	1 36	2 44
Madison county—																									
Robertson	7	2	5.01	6	2	1	.....	31 16	20 00	28 25	249	101	138	66	35	24	19	15	55	65	39	22	64	1 11
Locust Dale	6	2	4.86	6	2	.....	.....	24 82	22 50	24 22	192	126	137	77	34	20	23	11	71	61	39	27	60	89
Rapidan	7	1	4.93	2	6	.....	.....	22 50	23 23	23 04	178	69	128	35	39	18	29	9	72	51	31	20	73	1 12
County	20	5	4.75	14	10	1	.....	27 27	22 42	25 23	619	396	403	178	35	21	23	13	65	60	40	23	68	1 07
Mathews county	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...	...	...	.....	.....	.....	.....
Mecklenburg county—																									
Boydton	3	4	4.96	.....	3	3	1	30 30	30 00	30 13	121	254	86	167	34	29	24	19	71	66	54	36	56	83
Christiansville	3	3	4.78	2	1	1	2	33 56	30 45	32 06	99	157	60	106	41	26	25	18	61	67	43	28	75	1 15
Blue Stone	4	2	3.80	2	2	2	1	37 12	25 00	31 81	113	331	81	90	59	68	42	18	72	27	53	24	43	1 12
Flat Creek	2	2	5.14	1	1	1	3	40 80	27 96	32 23	76	165	47	119	45	27	28	9	62	72	40	28	67	98
South Hill	2	2	5.08	.....	2	2	.....	19 32	30 00	24 57	74	76	55	44	26	19	20	11	74	59	37	25	65	1 00
Buckhorn	2	2	5.	2	.....	2	.....	26 05	.....	26 05	100	89	46	58	31	25	14	16	46	65	47	26	54	1 00
Palmer's Spring	2	2	5.	2	.....	1	1	31 13	24 00	29 35	36	95	28	72	31	19	24	15	77	75	33	25	85	1 11
Clarksville	4	3	5.13	3	1	3	1	23 47	20 00	22 63	138	199	73	126	33	48	18	30	58	63	42	25	34	91
County	22	20	4.85	12	10	15	9	28 95	27 56	28 39	757	1,366	476	782	36	33	23	19	63	57	46	30	58	99
Middlesex county—																									
Jamaica	1	2	5.	.....	1	1	1	15 00	15 00	15 00	31	84	18	46	23	39	14	22	58	54	38	21	39	70
Saluda	2	2	4.91	1	1	2	.....	25 59	30 00	26 72	84	114	38	75	32	30	15	19	45	66	50	28	54	92
Pine Top	2	2	5.	.....	2	2	.....	25 00	25 00	25 00	161	123	80	54	37	41	18	18	50	45	71	33	35	67
County	5	6	4.96	1	4	5	1	23 61	22 00	22 87	276	321	136	175	33	36	16	20	49	54	54	28	42	82
Montgomery county—																									
Christiansburg	6	3	4.44	3	3	1	2	25 00	26 79	25 94	218	164	123	92	25	46	14	26	57	57	42	24	61	1 08
Blacksburg	11	1	4.43	11	1	1	.....	37 95	30 00	37 20	583	44	308	27	59	17	31	10	55	62	48	26	71	1 32
Alleghany	5	1	3.78	2	3	.....	1	40 03	26 00	30 45	199	33	120	31	26	17	16	16	60	95	39	25	78	1 21
Auburn	7	1	4.37	5	2	.....	1	28 91	27 50	28 43	307	31	136	22	37	12	17	9	44	71	42	20	67	1 44
County	29	6	4.31	21	9	2	4	33 44	27 02	31 16	1,307	272	687	172	38	26	20	16	53	64	44	24	69	1 26
Nansemond county—																									
Sleepy Hole	2	2	4.20	1	1	2	.....	31 20	40 00	33 33	47	49	26	29	17	11	10	7	56	60	24	14	1 38	2 42
Suffolk	3	1	2.99	.....	3	.....	1	.....	28 48	28 48	71	60	61	34	38	42	33	24	87	57	33	24	87	1 20
Chuckatuck	6	1	4.35	2	4	1	.....	26 87	26 31	26 52	161	42	106	28	35	12	23	8	66	67	29	19	91	1 37

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Nansemond (continued)																								
Cypress	3	1	3.64	1	2	1	.....	27 03	31 67	29 89	86	31	82	20	19	11	18	7	96	65	29	26	1 02	1 17
Holy Neck	8	1	3.53	3	5	1	.....	30 70	26 59	28 63	213	31	156	27	45	7	33	6	73	88	27	20	1 05	1 41
County	22	6	3.77	7	15	5	1	29 44	28 54	28 92	578	213	431	138	31	13	23	8	75	65	28	20	1 02	1 42
Nelson county—																								
Lovingston	8	4	5.	10	2	.....	.....	35 25	26 00	33 70	340	196	196	134	36	22	22	15	58	66	45	28	75	1 22
Massie's Mills	12	4	4.50	13	3	.....	.....	25 27	21 16	24 41	383	172	218	115	42	29	24	20	54	66	34	21	70	1 17
Greenfield	8	4	4.93	9	3	.....	.....	25 94	26 80	26 15	247	163	153	93	40	31	24	18	62	57	34	21	76	1 27
County	28	12	4.77	32	8	.....	.....	28 77	24 49	27 87	970	531	567	342	39	26	23	17	58	64	38	23	74	1 22
New Kent county—																								
Ware Creek	2	1	4.75	1	1	1	.....	30 60	29 98	30 38	75	35	57	22	37	17	28	11	76	62	36	26	88	1 22
Cumberland	1	...	4.95	1	.....	.....	.....	32 32	.....	32 32	35	.....	23	.....	14	.....	9	.....	65	.....	35	23	92	1 37
St. Peter's	2	1	4.86	1	1	1	.....	23 14	21 51	22 70	61	46	38	29	48	29	30	18	62	63	35	22	63	1 01
Black Creek	2	2	4.3	1	1	1	1	22 41	25 00	23 12	67	101	44	52	38	51	25	26	65	51	42	24	62	1 08
County	7	4	4.89	4	3	3	1	27 03	25 29	26 39	238	182	162	103	30	20	21	12	68	56	38	24	67	1 07
Norfolk county—																								
Western Branch	4	2	4.98	3	1	2	.....	53 33	50 00	52 77	139	119	92	38	24	12	16	4	66	32	43	21	1 23	2 44
Deep Creek	2	2	5.	2	.....	1	1	36 66	30 00	35 00	70	135	42	61	28	30	17	14	60	45	51	26	68	1 36
Pleasant Grove	6	3	4.24	3	3	2	1	25 00	23 11	24 13	252	108	131	71	49	31	25	20	52	66	40	22	60	1 07
Butts Road	3	3	4.66	3	.....	2	1	32 17	20 00	30 00	111	128	72	74	43	33	27	19	65	58	40	25	75	1 23
Washington	4	1	4.8	1	3	.....	1	25 00	25 00	25 00	120	62	84	38	39	16	27	10	70	61	36	24	68	1 01
Tanner's Creek	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
County	19	11	4.66	12	7	7	4	36 92	26 76	33 12	692	552	421	282	30	18	18	9	61	51	41	28	80	1 41
Norfolk city	4	...	9.9	4	12	.....	.....	100 00	46 66	60 00	865	.....	556	.....	25	.....	16	.....	64	.....	54	36	1 11	1 73
Northampton county—																								
Capeville	.....	2	1.87	.....	.....	.....	2	.....	.....	.....	.....	56	.....	56	.....	15	.....	15	.....	100	28	28	.....	.....
Eastville	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

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Franktown	4	3	2.60	3	1	1	2	.....	.....	.....	97	101	97	101	32	26	32	26	100	100	29	29	.....	.....
County	4	5	2.44	3	1	1	4	.....	.....	.....	97	157	97	157	10	11	10	11	100	100	28½	28½	.....	.....
Northumberland co'ty—																								
Lottsburg	2	1	4.45	2	.....	1	.....	25 09	.....	25 09	100	51	51	34	25	24	13	16	51	66	50	26	51	91
Heathsville	3	1	4.35	.....	3	.....	1	.....	25 29	25 29	123	27	90	20	33	8	24	6	73	74	37	27	67	91
Wicomico	2	...	4.3	1	1	.....	.....	50 00	37 50	44 77	62	.....	31	.....	35	.....	17	.....	50	.....	31	15	1 44	2 88
Fairfields	2	1	5.3	2	1	.....	1	30 00	25 42	28 30	101	93	55	29	32	37	14	11	54	31	48	21	43	1 01
County	9	3	4.64	5	5	1	2	31 13	26 96	29 11	386	171	227	83	31	15	18	7	58	48	46	26	62	1 12
Nottoway county—																								
Blendon	3	3	4.55	2	1	2	1	39 01	29 66	36 19	73	115	51	84	34	14	24	10	70	73	31	22	1 14	1 60
Bellefonte	4	3	4.54	3	1	3	.....	35 73	30 12	34 85	119	117	86	91	44	26	22	20	72	78	34	25	1 04	1 39
Haytokah	4	3	4.4	2	2	3	.....	34 95	30 80	33 77	122	164	83	134	50	25	33	21	68	80	41	31	82	1 08
County	11	9	4.49	7	4	8	1	36 36	30 20	34 80	314	396	220	309	45	21	30	17	70	78	35	26	98	1 30
Orange county—																								
Barbour	2	1	5.66	3	1	.....	.....	36 76	15 00	33 50	92	72	50	35	33	18	18	9	54	48	41	21	72	1 39
Madison	5	1	4.83	4	3	.....	2	46 25	20 67	32 37	198	102	130	77	44	16	29	12	66	75	33	23	90	1 31
Taylor	6	3	4.75	8	2	.....	.....	28 68	24 66	27 84	186	182	113	109	38	20	28	12	61	60	37	22	74	1 24
Gordon	6	2	4.18	5	3	.....	.....	19 81	26 66	22 38	132	69	81	39	35	34	22	19	61	51	25	15	1 06	1 78
County	19	7	4.9	20	9	.....	2	31 31	22 81	28 47	608	425	374	260	39	19	23	12	61	61	39	20	84	1 38
Page county—																								
Shenandoah I. W'ks	5	...	5.02	3	2	.....	.....	32 22	32 22	32 22	174	.....	131	.....	29	.....	22	.....	76	.....	35	26	92	1 24
Marksville	6	1	4.98	5	1	1	.....	25 08	20 00	24 35	198	36	140	26	27	50	19	36	71	72	33	24	74	1 01
Luray	6	1	4.72	5	1	.....	1	26 90	21 50	25 26	336	62	161	33	55	55	26	29	48	53	57	28	44	90
Springfield	6	...	4.67	5	1	.....	.....	25 65	25 00	25 54	323	.....	160	.....	52	.....	25	.....	49	.....	54	27	47	94
County	23	2	4.84	18	5	1	1	27 61	23 50	26 51	1,031	98	592	59	40	32	23	19	57	60	45	26	59	1 02
Patrick county—																								
Mayo	6	1	3.56	3	3	1	.....	25 99	11 77	20 03	192	40	140	31	23	12	17	10	73	77	33	24	60	82
Dan	7	...	4.08	7	.....	.....	.....	23 25	.....	23 25	341	.....	181	.....	40	.....	21	.....	53	.....	49	26	45	85
Smith	11	...	3.47	9	2	.....	.....	19 38	23 78	20 18	523	.....	314	.....	56	.....	32	.....	60	.....	48	28	42	71
County	24	1	3.66	19	5	1	.....	22 17	16 50	21 06	1,056	40	635	31	39	7	24	5	60	77	43	27	47	78
Pittsylvania county—																								
Chatham	6	1	4.76	3	3	1	.....	32 87	29 22	31 19	291	86	152	46	41	14	21	08	52	53	54	28	66	1 25
Staunton River	5	3	4.50	3	2	2	1	30 15	33 60	31 35	211	162	121	101	33	33	19	20	57	62	47	28	67	1 13
Dan River	9	1	4.14	5	4	1	.....	39 00	29 27	32 73	355	67	214	27	33	09	20	04	60	40	42	24	83	1 45
Banister	2	2	5.11	2	.....	2	.....	34 23	34 23	34 23	101	121	48	53	29	21	14	09	47	44	55	25	53	1 16
Pigg River	4	3	4.31	3	1	3	.....	24 20	25 00	24 33	176	119	86	75	32	34	16	22	49	63	42	23	57	1 05
Callands	4	1	4.69	1	3	1	.....	30 00	28 83	29 42	177	77	97	37	23	15	12	07	55	48	51	27	57	1 06
Tunstall	6	1	3.79	2	4	1	.....	40 77	34 22	37 10	232	65	146	40	21	07	13	04	63	62	42	27	87	1 39
Danville	1	1	5 25	1	.....	1	3	40 47	33 33	36 20	49	457	27	277	13	93	07	57	55	61	56	34	36	60
County	37	13	4.48	20	17	12	4	33 11	31 06	32 31	1.592	1,154	891	656	28	24	16	14	56	57	51	29	62	1 11
Petersburg city	4	4	10.	2	26	.....	.....	124 75	38 72	45 22	1,422	1,338	629	602	45	42	20	19	44	45	99	44	46	1 03
Portsmouth city	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Powhatan county—																								
Spencer	3	3	4.89	4	.....	1	1	25 50	15 00	23 75	75	139	49	85	32	23	21	14	65	61	36	28	68	1 08
Huguenot	3	1	5.19	4	.....	.....	.....	30 16	.....	30 16	82	40	56	37	25	10	17	9	68	90	34	22	95	1 24
Macon	3	2	4.90	4	.....	1	.....	29 37	.....	29 37	105	82	63	56	32	15	19	10	60	68	37	24	80	1 27
County	9	6	4.23	12	.....	2	1	28 22	15 00	27 33	262	261	168	178	30	17	19	11	64	68	35	23	93	1 40

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Prince Edward county—																								
Buffalo	3	3	5.06	5	2	.....	.....	49 30	35 00	45 07	121	129	82	85	29	15	20	10	68	66	36	24	1 25	1 87
Hampden	3	3	4.97	5	2	.....	.....	42 56	40 00	41 37	96	112	69	70	33	16	24	10	68	62	30	20	1 37	2 06
Farmville	1	2	4.65	3	1	.....	1	45 71	27 14	39 52	28	136	19	109	9	22	6	17	68	80	33	26	1 19	1 52
Lockett	1	1	5.	1	2	.....	.....	40 00	31 25	34 61	50	37	41	28	30	16	25	12	82	76	29	23	1 19	1 50
Leigh	3	2	4.8	4	1	.....	.....	36 58	27 00	34 58	76	64	62	51	41	18	33	14	82	80	28	23	1 23	1 50
County—	11	11	4.92	18	8	.....	1	43 22	33 08	39 87	371	478	273	343	28	16	20	12	74	72	31	28	1 29	1 73
Prince George county—																								
Templeton	1	...	5.05	1	.....	.....	.....	34 45	.....	34 45	26	.....	22	.....	14	.....	12	.....	85	.....	26	22	1 32	1 56
Rives'	2	2	4.10	2	2	.....	.....	31 25	20 00	24 39	68	84	39	39	50	33	28	11	57	44	38	19	64	1 28
Bland	3	2	4.42	1	3	.....	1	18 00	21 87	21 04	77	84	54	59	44	19	31	13	73	70	32	22	66	93
Blackwater	1	...	4.	.....	1	.....	.....	.....	20 00	20 00	23	.....	18	.....	21	.....	14	.....	78	.....	23	18	87	1 11
Brandon	1	1	5.20	1	1	.....	.....	30 00	31 48	30 74	36	39	23	24	31	13	11	8	64	61	37	23	79	1 26
County—	8	5	4.45	5	7	.....	1	28 62	22 30	24 64	230	207	155	120	28	16	19	9	71	58	21	20	73	1 16
Princess Anne county—																								
Pungo	4	...	4.30	4	.....	.....	.....	32 70	.....	32 70	195	.....	108	.....	35	.....	20	.....	55	.....	49	27	62	1 21
Seaboard	3	2	4.20	4	.....	1	.....	39 52	.....	39 52	142	116	83	66	20	39	12	22	57	57	52	30	72	1 33
Kempsville	3	3	3.76	3	.....	3	.....	43 72	.....	43 72	131	371	77	199	35	48	21	25	58	53	85	46	49	90
County—	10	5	3.98	11	.....	4	.....	39 07	.....	39 07	568	487	268	265	30	40	16	21	57	54	64	36	61	1 09
Prince William county—																								
Dumfries	2	1	5.	1	1	1	.....	38 92	21 16	33 01	103	32	55	18	49	53	26	30	53	56	45	24	73	1 37
Accoquan	1	...	6.15	1	.....	.....	.....	34 15	.....	34 15	47	.....	22	.....	14	.....	8	.....	47	.....	47	22	73	1 55
Coles	5	...	5.2	3	2	.....	.....	28 57	24 99	26 93	214	.....	89	.....	55	.....	23	.....	41	.....	43	18	63	1 50
Brentsville	2	1	5.38	1	1	.....	1	58 36	15 99	30 11	58	26	40	17	23	26	15	17	69	62	28	19	1 07	1 58
Manassas	3	2	4.98	3	1	1	1	40 02	42 45	40 80	144	117	41	79	38	55	11	37	29	67	32	13	1 28	3 14
Gainesville	3	1	5.1	2	1	1	.....	38 92	42 58	39 83	93	30	62	19	20	12	14	8	66	63	31	20	1 29	1 99
County—	16	5	5.17	11	6	3	2	38 10	28 39	34 54	659	205	309	133	34	30	16	19	45	65	39	18	89	1 92

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Pulaski county—																									
Newbern	3	1	4.95	4	.....	.....	.....	50 81	.....	50 81	137	82	79	70	24	35	15	30	58	85	55	37	93	1 36
Dublin	6	2	4.29	6	.....	2	.....	31 18	.....	31 18	217	102	133	61	31	26	19	16	61	60	40	24	81	1 45
Hiwassie	4	...	5.25	4	.....	.....	.....	40 00	.....	40 00	280	.....	122	.....	45	.....	19	.....	43	.....	70	30	57	1 21
County—	13	3	4.82	14	.....	2	.....	38 61	.....	38 61	634	184	334	131	35	26	18	18	50	71	51	29	75	1 33
Rappahannock county—																									
Hampton	3	2	4.02	2	1	2	.....	28 81	30 00	29 10	113	79	70	60	37	23	23	17	61	76	38	26	76	1 12
Wakefield	2	1	5.28	2	.....	1	.....	29 64	.....	29 64	67	45	47	26	27	22	19	13	70	58	37	25	78	1 20
Jackson	3	1	5.03	3	.....	1	.....	31 27	.....	31 27	122	34	65	23	50	17	27	11	53	68	39	22	80	1 42
Piedmont	2	1	4.33	2	.....	1	.....	27 92	.....	27 92	84	39	52	22	20	27	12	15	62	56	41	25	68	1 13
Stonewall	4	2	4.21	3	1	2	.....	28 33	19 04	27 17	145	72	82	39	43	38	24	22	57	54	36	20	75	1 35
County—	14	7	4.47	12	2	7	.....	29 28	25 76	28 97	531	269	316	170	33	24	20	15	60	63	38	23	76	1 25
Richmond county—																									
Farnham	2	...	5.	2	.....	.....	.....	40 00	.....	40 00	111	.....	53	.....	44	.....	21	.....	48	.....	55	26	91	1 54
Washington	2	1	5.11	.....	2	1	.....	36 66	36 66	36 66	134	62	68	35	41	21	21	12	51	56	65	34	56	1 06
Marshall	1	2	5.18	2	.....	2	.....	32 50	.....	32 50	96	62	59	54	37	19	23	17	61	87	39	28	83	1 16
Stonewall	2	1	5.3	1	1	1	.....	35 00	35 00	35 00	95	40	56	31	30	19	18	15	59	77	45	29	77	1 21
County—	7	4	5.16	5	3	4	.....	35 11	36 11	35 41	436	164	236	120	37	17	20	12	54	73	50	30	71	1 18
Roanoke county—																									
Catawba	2	1	3.83	3	.....	.....	.....	25 81	.....	25 81	56	26	37	18	21	43	14	30	66	69	27	19	94	1 41
Salem	6	3	4.44	5	1	2	1	26 19	34 30	27 54	223	199	117	95	31	44	16	20	52	48	47	24	62	1 22
Big Lick	3	1	5.	3	.....	1	.....	33 33	.....	33 33	166	90	92	67	44	33	24	25	55	74	64	40	52	84
Cave Spring	6	1	4.78	5	1	1	.....	23 56	23 33	23 53	298	55	121	24	41	21	17	09	41	44	51	21	46	1 13
County—	17	6	4.50	16	2	4	1	26 83	30 00	27 18	743	370	367	204	35	35	17	19	49	55	48	25	58	1 13
Rockbridge county—																									
Lexington	3	1	5.	3	2	1	1	50 69	35 80	44 31	169	145	128	93	27	35	21	23	75	50	45	32	1 05	1 49
Natural Bridge	8	2	5.	6	2	1	1	30 85	28 12	30 03	320	74	208	45	37	19	24	12	65	61	39	25	76	1 18
Buffalo	9	1	5.	6	3	1	.....	27 71	25 00	26 90	362	32	242	20	48	26	32	17	67	63	39	26	68	1 02
Kerr's Creek	8	1	4.77	4	4	1	.....	32 85	20 03	27 54	316	33	167	20	49	22	26	13	53	61	39	21	66	1 23
Walker's Creek	9	2	4.63	4	5	2	.....	26 50	32 33	28 90	303	56	225	49	52	54	28	21	74	88	33	25	86	1 16
South River	8	2	5.	3	5	1	1	35 47	19 33	25 79	316	65	206	40	47	34	31	21	66	62	38	25	67	1 05
County—	45	9	4.90	26	21	7	3	32 89	25 75	29 97	1,786	405	1176	267	41	27	27	18	65	66	39	26	78	1 18
Rockingham county—																									
Harrisonburg	5	1	4.71	4	1	1	1	30 95	36 15	33 06	185	125	125	90	25	46	17	33	67	73	44	31	72	1 04
Central	13	...	4.85	12	2	.....	.....	29 44	28 09	29 21	546	.....	327	.....	54	.....	32	.....	60	.....	39	23	71	1 19
Franklin	10	1	5.	8	2	.....	1	31 72	23 00	29 32	450	38	281	30	43	45	27	34	63	76	44	28	66	1 04
Ashby	9	...	5.	8	1	.....	.....	30 00	28 60	29 84	377	.....	218	.....	49	.....	28	.....	58	.....	42	24	71	1 26
Stonewall	5	2	4.87	4	1	2	.....	37 84	30 00	36 69	178	88	115	55	28	42	18	26	65	63	38	24	97	1 50
Elk Run	8	1	5.21	4	4	1	.....	30 40	22 50	26 80	262	31	128	20	45	21	22	14	47	64	32	16	80	1 59
Plains	10	...	5.20	9	1	.....	.....	32 95	28 00	32 47	424	.....	252	.....	37	.....	22	.....	60	.....	42	25	77	1 25
Linville Creek	17	...	4.87	13	4	.....	.....	28 25	27 50	28 07	710	.....	396	.....	55	.....	32	.....	55	.....	41	23	66	1 18
Brock's Gap	4	...	5.	4	.....	.....	.....	25 00	.....	25 00	149	.....	87	.....	34	.....	20	.....	59	.....	37	21	67	1 14
County—	81	5	4.96	66	16	4	2	30 67	27 64	30 04	3,281	282	1929	195	42	31	25	20	59	69	41	24	73	1 22
Russell county—																									
New Garden	7	1	4.37	6	1	1	.....	27 08	25 00	26 78	369	44	188	20	43	69	22	31	50	45	52	26	52	1 03
Elk Garden	5	1	5.	4	1	1	.....	25 00	25 00	25 00	252	35	121	22	42	34	20	21	48	62	48	24	52	1 05
Lebanon	7	...	4.57	5	2	.....	.....	44 10	25 00	39 91	378	.....	210	.....	51	.....	28	.....	55	.....	54	31	73	1 32
Castle Woods	7	...	4.42	5	2	.....	.....	25 00	25 00	25 00	303	.....	148	.....	45	.....	22	.....	48	.....	43	21	58	1 18

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Russell county (cont'd)—																								
Copper Creek	4	1	5.	5	.....	.....	.....	22 00	.....	22 00	228	52	96	23	50	100	44	23	42	44	56	24	39	92
Moccasin	5	...	4.60	4	1	.....	.....	25 00	25 00	25 00	216	.....	120	.....	50	.....	28	.....	43	.....	43	24	58	1 04
County	35	3	5.33	29	7	2	.....	28 17	25 00	27 63	1,746	131	883	65	47	31	24	15	50	49	50	25	56	1 10
Richmond city	40	33	9.01	1	61	3	8	50 00	47 03	47 19	1,619	1,537	1413	1339	16	20	14	17	87	80	43	38	1 09	1 25
Scott county—																								
Estillville	6	...	4.66	5	1	.....	.....	25 41	25 00	25 34	326	.....	182	.....	89	.....	20	.....	56	.....	54	30	46	83
Fulkerson	5	...	5.	5	.....	.....	.....	33 00	.....	33 00	289	.....	170	.....	48	.....	28	.....	59	.....	58	24	47	82
Johnston	8	...	5.	6	2	.....	.....	26 66	20 00	25 00	367	.....	221	.....	49	.....	29	.....	60	.....	46	28	54	96
Floyd	4	...	5.	4	.....	.....	.....	23 75	.....	23 75	238	.....	106	.....	51	.....	23	.....	45	.....	59	27	40	89
DeKalb	6	...	4.66	5	1	.....	.....	20 00	20 00	20 00	284	.....	145	.....	38	.....	19	.....	51	.....	47	24	40	78
Taylor	6	...	4.33	6	.....	.....	.....	23 33	.....	23 33	246	.....	132	.....	35	.....	11	.....	53	.....	40	22	57	84
Powell	9	...	5.	7	2	.....	.....	16 77	19 00	17 27	400	.....	219	.....	47	.....	26	.....	55	.....	44	24	39	71
County	44	...	4 82	38	6	.....	.....	23 83	20 50	23 36	2,150	.....	1175	.....	43	.....	24	.....	55	.....	49	27	47	87
Shenandoah county—																								
Lee	8	...	5.	8	.....	.....	.....	35 00	.....	35 00	386	.....	204	.....	39	.....	21	.....	53	.....	48	25	52	1 32
Ashby	5	...	4.97	4	1	.....	.....	34 05	25 00	32 19	309	.....	140	.....	39	.....	18	.....	45	.....	62	28	52	1 14
Madison	6	...	4.80	7	1	.....	.....	35 21	51 66	36 92	480	.....	267	.....	43	.....	23	.....	55	.....	60	33	61	1 10
Johnston	7	1	4.96	7	.....	.....	1	35 35	7 35	31 75	341	40	166	30	58	363	28	272	48	75	47	24	66	1 29
Stonewall	6	...	4.58	7	1	.....	.....	40 90	17 65	37 73	410	.....	247	.....	47	.....	29	.....	60	.....	51	30	73	1 22
Davis	6	...	4.38	6	2	.....	.....	38 02	34 28	36 93	335	.....	236	.....	50	.....	35	.....	70	.....	41	29	86	1 23
County	38	1	4.75	39	5	.....	1	36 40	27 63	35 15	2,261	40	1260	30	45	18	25	14	55	75	51	28	69	1 23
Smyth county—																								
Marion	13	2	4.73	9	4	1	1	30 84	28 09	29 93	560	91	362	65	51	49	33	35	65	72	44	30	71	1 09
Rich Valley	12	2	4.55	8	4	2	.....	25 49	20 00	23 77	550	64	278	44	48	32	24	22	51	69	44	23	54	1 03
St. Clair	7	...	4.71	6	1	.....	.....	23 57	20 00	23 03	324	.....	166	.....	64	.....	30	.....	50	.....	46	24	49	97
County	32	4	4.66	23	9	3	1	26 70	25 00	26 23	1,434	155	806	109	52	36	29	26	56	71	44	25	59	1 03

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Southampton county—																									
Franklin	2	2	5.07	1	1	1	1	34 48	39 55	32 02	61	120	42	101	21	37	15	31	69	84	45	36	71	87
Jerusalem	5	1	4.89	2	3	1	1	34 00	18 48	26 41	213	50	113	28	77	17	41	10	53	56	38	24	59	1 10
Berlin	6	2	4.82	2	4	1	1	25 00	20 75	22 95	194	109	123	91	46	25	29	21	63	83	38	28	60	78
Drewrysville	2	2	4 25	1	2	1	.....	35 00	18 75	27 35	30	119	21	69	16	31	11	18	70	58	37	23	74	1 21
Boykin's	2	2	4.63	1	1	2	.....	35 00	26 12	32 34	65	114	46	80	24	24	17	18	71	70	45	32	72	1 03
Newsom's	3	2	4.85	2	1	1	1	31 66	30 00	31 05	77	85	51	50	26	21	18	12	66	59	32	20	31	95
County	20	11	4.80	9	12	7	4	32 20	23 10	28 50	640	597	396	419	38	26	22	18	62	70	39	24	69	1 13
Spotsylvania county—																									
Berkeley	5	3	4.	2	3	1	2	18 84	18 00	18 35	94	93	65	64	32	25	25	17	69	69	23	16	78	1 13
Chancellor's	8	...	4.18	2	6	.....	.....	23 92	13 75	16 29	166	.....	136	.....	44	.....	36	.....	81	.....	21	17	78	96
Livingston	8	4	3.73	3	5	3	1	16 75	14 06	15 40	159	87	114	59	34	18	24	13	71	67	21	14	75	1 06
Courtland	8	3	4.31	2	6	2	1	18 19	13 81	16 95	139	92	111	69	37	25	23	18	80	74	21	17	82	1 05
Fredericksburg	7	3	4.13	1	6	1	2	40 26	32 86	34 34	174	107	140	84	23	26	18	20	80	78	28	22	1 22	1 54
County	36	18	4.07	10	26	7	6	21 42	20 23	20 66	732	379	566	276	32	20	25	14	77	73	22	17	91	1 20
Stafford county—																									
Falmouth	3	...	6.08	3	1	.....	.....	28 77	20 00	26 85	143	.....	88	.....	30	.....	18	.....	62	.....	36	22	75	91
Acquia	6	1	4.71	3	4	.....	.....	23 33	15 00	18 79	196	50	115	29	35	20	20	11	59	58	35	21	53	92
Rock Hill	3	1	5.	4	.....	.....	.....	26 25	.....	26 25	161	49	92	23	55	38	31	18	51	47	52	29	50	91
Hartwood	4	...	5.	3	1	.....	.....	28 33	18 00	25 75	183	.....	79	.....	42	.....	18	.....	43	.....	46	20	56	1 30
County	16	2	5.07	13	6	.....	.....	26 61	16 30	23 56	683	99	374	52	39	16	21	08	55	53	41	22	53	98
Surry county—																									
Guilford	3	2	3.60	2	2	.....	1	18 89	20 00	19 45	57	55	44	48	25	17	19	15	77	87	27	18	86	1 05
Cobham	2	2	3.32	3	.....	1	.....	30 45	.....	30 45	61	119	40	32	25	34	16	10	67	27	45	18	68	1 69
Blackwater	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
County	5	4	3.46	5	2	1	1	26 06	20 00	24 12	118	174	84	80	17	20	12	09	71	46	32	18	74	1 33
Sussex county—																									
Court House	2	1	3.58	2	1	.....	.....	23 87	25 00	24 18	27	44	22	28	13	10	11	7	81	64	24	17	1 01	1 45
Stony Creek	2	1	4.60	2	1	.....	.....	22 50	21 05	22 10	52	54	28	33	34	13	19	8	54	61	35	20	62	1 08
Henry	1	1	3.80	2	1	.....	.....	19 11	.....	19 11	26	36	13	29	18	21	9	17	50	81	31	21	61	91
Newville	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waverly	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wakefield	.....	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
County	5	3	4.01	6	3	.....	.....	21 90	22 79	22 09	105	134	63	90	11	8	6	5	60	67	30	19	74	1 14
Tazewell county—																									
Clear Fork	13	1	4.78	12	1	.....	1	23 59	16 43	22 84	500	33	256	16	50	30	26	16	51	49	38	19	60	1 17
Jeffersonville	15	3	4.55	10	5	2	1	26 04	21 81	24 59	529	69	306	46	49	28	29	18	57	66	33	19	72	1 25
Maiden Spring	15	3	4.88	9	6	2	1	21 74	18 30	20 45	616	82	274	47	58	49	26	28	45	58	39	17	52	1 14
County	43	7	4.75	31	12	4	3	23 77	19 55	22 56	1,645	184	836	109	53	35	27	21	50	59	37	19	61	1 19
Warren county—																									
South River	4	...	3.60	3	1	.....	.....	30 28	30 00	30 21	179	.....	109	.....	42	.....	26	.....	61	.....	45	27	67	1 12
Front Royal	3	1	5.07	2	1	.....	1	29 35	27 28	28 33	123	47	70	27	28	29	14	17	57	57	42	24	67	1 18
Cedarville	2	...	5.82	2	.....	.....	.....	33 05	.....	33 05	128	.....	56	.....	24	.....	10	.....	44	.....	64	28	52	1 18
Fork	2	...	4.72	1	1	.....	.....	26 46	26 46	26 46	84	.....	48	.....	32	.....	18	.....	57	.....	42	24	63	1 10
County	11	1	5.07	8	3	.....	1	30 41	27 58	29 48	514	47	283	27	31	12	17	7	55	57	47	26	63	1 13

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TABLE No. 1—(*Continued.*)

	SCHOOLS.			TEACHERS.							PUPILS.													
				White.		Colored.		Monthly salaries.			Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average No. of pupils to teacher.		Cost of tuition per month.	
	White.	Colored.	Average number of months taught.	Male.	Female.	Male.	Female.	Male.	Female.	Total.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Enrolled.	In average attendance.	Per pupil enrolled.	Per pupil in av. attend.
Warwick county—																								
Newport	1	1	4.65	1	.....	1	.....	26 88	.....	26 88	32	36	17	22	40	26	21	16	53	61	34	20	79	1 38
Denbigh	1	1	4.97	1	.....	.....	1	30 30	20 00	25 12	39	34	25	20	72	42	46	25	69	59	36	22	69	1 12
Stanley	2	1	5.	.....	2	.....	1	.....	20 00	20 00	52	42	36	23	93	33	64	18	69	55	31	20	64	1 02
County—	4	3	4.88	2	2	1	2	27 12	20 00	23 02	123	112	78	65	64	32	41	18	63	58	34	20	69	1 14
Washington county—																								
Goodson	11	4	4.87	6	5	1	3	28 16	24 51	26 19	436	126	255	88	35	44	20	31	58	70	37	23	70	1 14
Abingdon	9	2	4.50	6	3	.....	2	27 84	27 49	27 67	329	106	181	77	37	42	20	31	55	72	40	23	70	1 18
Glade Spring	13	1	1.27	12	2	1	.....	23 33	32 00	23 97	596	21	324	13	53	11	29	5	54	62	41	22	2 07	3 91
Saltville	9	2	4.69	8	1	.....	2	28 35	22 95	27 25	370	70	187	45	38	38	19	22	51	64	40	21	69	1 31
North Fork	10	...	4.79	5	5	.....	.....	21 55	25 89	22 21	358	.....	211	.....	45	.....	26	.....	59	.....	36	21	62	95
Kinderhook	7	...	4.71	4	4	.....	.....	22 60	25 00	23 55	323	.....	180	.....	33	.....	18	.....	55	.....	40	23	58	1 05
County—	59	9	4.01	41	20	2	7	26 81	22 83	25 23	2,412	323	1338	223	40	31	22	22	55	69	40	23	75	1 33
Westmoreland county—																								
Cople	4	3	5.	1	2	2	1	29 65	29 65	29 65	125	159	78	115	28	21	19	15	62	72	40	28	74	1 06
Montross	3	2	3.01	3	.....	2	.....	23 29	23 29	23 29	182	91	100	51	51	29	28	16	55	56	54	30	43	77
Washington	6	2	4 08	4	2	2	.....	16 49	16 49	16 49	192	111	125	65	47	34	31	20	65	59	37	24	44	69
County—	13	7	4.93	9	4	6	1	22 88	22 88	22 88	499	361	303	231	43	26	26	17	61	64	43	27	53	85
Wise county—																								
Richmond	3	...	4.17	2	1	.....	.....	28 33	30 00	28 96	188	.....	77	.....	55	.....	23	.....	41	.....	62	25	51	1 26
Gladeville	6	...	4.58	6	.....	.....	.....	23 64	.....	23 64	264	.....	128	.....	49	.....	24	.....	48	.....	44	21	53	1 10
Robinson	4	...	4.80	4	.....	.....	.....	20 52	.....	20 52	170	.....	82	.....	46	.....	22	.....	48	.....	42	20	47	98
Walker	6	...	3.16	5	1	.....	.....	23 22	25 00	23 32	219	.....	125	.....	44	.....	25	.....	57	.....	36	20	64	1 13
Lipps	6	...	4.11	6	.....	.....	.....	20 00	.....	20 00	240	.....	120	.....	73	.....	37	.....	50	.....	40	20	50	1 00
County—	25	...	4.17	23	2	.....	.....	22 47	29 16	22 85	1,081	.....	532	.....	52	.....	26	.....	49	.....	43	21	52	1 07
Wythe county—																								
Fort Chiswell	7	...	4.62	7	5	.....	.....	40 50	28 14	35 31	445	.....	320	.....	49	.....	35	.....	72	.....	37	26	95	1 32
Black Lick	11	2	4.07	11	.....	1	1	30 67	30 00	30 61	517	175	268	120	45	85	23	58	52	68	67	42	62	1 10

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Speedwell	10	3	4.4	10	3	2	1	27 13	16 66	26 16	566	95	320	65	51	44	28	30	56	68	40	24	59	1 02
County—	28	5	4.35	28	8	3	2	31 38	24 51	30 42	1,528	270	908	185	48	36	28	25	59	68	43	26	63	1 14
York county—																								
Bruton	1	2	4.21	1	.....	2	.....	29 64	.....	29 64	22	116	14	56	27	31	17	15	63	48	46	23	64	1 27
Nelson	1	2	4.55	1	.....	2	1	34 28	25 00	30 88	36	162	27	87	44	27	33	14	75	54	49	28	47	81
Grafton	4	2	3.49	1	3	1	1	21 95	20 80	21 17	122	77	84	47	36	35	25	21	68	61	33	22	63	96
Poquosin	3	1	3.9	1	2	1	.....	26 74	29 04	28 17	123	51	87	33	30	19	22	12	71	65	43	30	64	95
County—	9	7	3.92	4	5	6	2	28 78	24 30	26 73	303	406	212	223	33	28	23	15	69	55	44	27	54	96

SUMMARY FOR THE STATE—(*Not including Frederick and Mathews Counties.*)

Number of schools— *		
White	2,158	
Colored	706	
		2,864
Average number of months taught	4.66	
Number of teachers—		
White male	1,616	
White female	905	
Colored male	335	
Colored female	158	
		3,014
Average monthly salaries of teachers—		
Male	$32 36	
Female	$26 33	
		$29 86
Pupils enrolled—		
White	89,734	
Colored	38,554	
		128,288

Average number attending daily—		
White	52,270	
Colored	23,452	
		75,722
Per cent. of school population enrolled—		
White	37.6	
Colored	23.4	
		31.8
Per cent. of school population in average attendance—		
White	21.9	
Colored	14.2	
		18.8
Per cent. of average daily attendance on the number enrolled—		
White	58.2	
Colored	60.8	
		59
Average number of pupils enrolled to teacher	42	
Average number of pupils to teacher, average attendance	25	
Monthly cost of tuition per pupil enrolled	$ 0 74	
Monthly cost of tuition per pupil in average attendance	1 23	

NOTE.—The number of schools in Frederick and Mathews counties, not reported in the Table, was at least 66, with 70 teachers and 2,800 pupils. In the five cities for which separate reports are given, all the schools were graded. Besides these, there were 40 graded schools, with 100 teachers, in the counties. The average monthly salaries of teachers given in the Table are the salaries they received from all sources—State funds, county and city appropriations, Peabody Fund, and private donations. If only the State money had been used for paying teachers, the average salaries would have been about $24.

* If each grade in a graded school were counted as a separate school, as is done in the city of Richmond, the number of schools in the State, (excluding Frederick and Mathews counties,) wonld be 2,977, with 3,014 teachers; and if we include Frederick and Mathews, there would be 3,047 schools with 3,084 teachers.

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Table No. 2.

	SCHOOL POPULATION, Between 5 and 21 years old.					Amount apportioned from State funds.	Amount paid and to be paid to teachers from public funds.	Amount paid and to be paid to teachers from other sources.	Cost of education, except teachers' pay.	Total cost of public education.	Value of property owned by district.	Amount of district indebtedness.	Estimated yield of county tax for pay of teachers and county superintendents for 1871–'72.	Estimated yield of district tax for district purposes for 1871–'72.
	White.		Colored.											
	Male.	Female.	Male.	Female.	Total.									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Accomac county—														
Pungoteague	425	331	347	319	1422	$1,208 70	$1,400 00	$.....	$139 00	$1,539 00	$.....	$ 90 00	$.....	$900 00
Lee	662	623	362	321	1968	1,672 80	1,250 00	.....	245 00	1,495 00	.....	.....	.....	1,625 00
Metompkin	511	470	171	140	1292	1,098 20	1,085 00	.....	50 00	1,135 00	50 00	50 00	.....	.....
Atlantic	453	376	275	180	1284	1,091 40	1,375 00	.....	.....	1,375 00	.....	.....	.....	500 00
Islands	209	159	14	6	388	329 80	241 66	.....	8 10	249 76	.....	8 10	.....	400 00
County	2260	1959	1169	966	6354	5,400 90	5,351 66	.....	442 10	5,793 76	50 00	148 10	5,500 00	3,425 00
Albemarle county—														
Scottsville	456	431	581	598	2066	1,756 10	2,067 75	.....	453 90	2,521 65	109 37	.....	.....	1,600 00
Rivanna	384	370	508	480	1742	1,480 70	1,475 50	.....	440 00	1,915 50	.....	140 00	.....	750 00
Charlottesville	409	347	604	636	1996	1,696 60	1,483 50	.....	600 00	2,083 50	.....	200 00	.....	1,100 00
Samuel Miller	540	469	425	424	1858	1,579 30	1,237 50	.....	.....	1,237 50	.....	103 25	.....	350 00
White Hall	404	394	365	316	1479	1,257 15	1,500 00	.....	.....	1,500 00	5 25	.....	.....	800 00
County	2193	2011	2483	2454	9141	7,769 85	7,764 25	.....	1,493 90	9,258 15	114 62	443 25	7,500 00	4,600 00
Alexandria county—														
Jefferson	57	75	134	103	369	387 60	400 00	.....	148 40	548 40	20 00	.....	.....	150 00
Arlington	69	71	131	106	377	396 10	650 00	120 00	410 80	1,180 00	300 00	.....	.....	400 00
Washington	44	52	48	32	176	.....	.....	.....	.....	.....	.....	.....	.....	5 m. on $
County	170	198	313	241	922	783 70	1,050 00	120 00	559 20	1,729 20	320 00	.....	1½ m. on $	550 00
Alexandria city	1050	1067	603	610	3330	2,830 50	3,800 00	.....	2,058 71	5,858 71	.....	.....	2,593 00	.....
Alleghany county—														
Boiling Spring	300	257	21	18	596	506 60	540 00	108 25	110 00	758 25	.....	35 00	.....	.....
Covington	185	169	52	65	471	400 35	535 00	25 00	35 00	595 00	.....	30 00	.....	240 00
Clifton	143	148	35	28	354	300 90	355 00	181 00	20 00	556 00	.....	.....	.....	.....
County	628	574	108	111	1421	1,207 85	1,430 00	314 25	165 00	1,909 25	.....	65 00	.....	240 00
Amelia county—														
Leigh	190	191	452	477	1310	1,113 50	1,131 00	.....	.....	1,131 00	.....	.....	.....	450 00
Giles	175	175	457	459	1266	1,076 10	1,058 00	363 33	190 85	1,612 18	.....	190 85	.....	513 00
Jackson	158	133	350	318	959	815 15	825 00	.....	.....	825 00	.....	.....	.....	175 00
County	523	499	1259	1254	3535	3,004 75	3,014 00	363 33	190 85	3,568 18	.....	190 85	1,300 00	1,138 00

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Amherst county—														
Elon	312	271	255	269	1107	940 95	715 00	.....	400 00	1,115 00	.....	.....	.....	400 00
Court House	276	262	323	299	1160	986 00	777 00	255 00	300 00	1,332 00	.....	.....	.....	300 00
Temperance	275	238	120	115	748	635 80	597 00	65 00	300 00	962 00	.....	.....	.....	.....
Pedlar	477	413	289	250	1429	1,214 65	1,208 75	.....	400 00	1,608 75	.....	.....	.....	.....
County	1340	1184	987	933	4444	3,777 40	3,297 75	320 00	1,400 00	5,017 75	.....	.....	.....	700 00
Appomattox county—														
Stonewall	225	183	213	199	820	697 00	697 00	.....	107 50	804 50	.....	25 00	.....	320 00
South Side	241	194	206	208	849	721 65	721 00	.....	94 69	815 69	10 00	94 69	.....	325 00
Clover Hill	316	283	347	343	1289	1,095 65	810 00	.....	.....	810 00	.....	64 00	.....	500 00
County	782	660	766	750	2958	2,514 30	2,228 00	.....	202 19	2,430 19	10 00	183 69	.....	1,145 00
Augusta county—														
Beverly Manor	406	324	158	122	1010	858 50	1,145 00	158 60	146 00	1,449 60	.....	46 00	.....	50 13
The Pastures	501	448	112	105	1166	991 10	1,073 00	727 00	200 00	2,000 00	.....	44 00	.....	267 74
Riverheads	581	527	152	128	1388	1,179 80	881 50	593 00	94 00	1,568 50	.....	.....	.....	56 00
South River	510	455	241	234	1440	1,224 00	1,287 74	719 51	222 60	2,229 85	.....	.....	.....	1,239 90
North River	656	670	73	53	1452	1,234 20	1,585 00	1,541 50	124 00	3,250 50	.....	34 00	.....	67 82
Middle River	717	592	146	133	1588	1,349 80	1.325 00	923 38	158 00	2,406 38	.....	53 00	.....	.....
Staunton	460	752	187	276	1675	1,423 75	1.658 34	1,041 66	697 03	3,397 03	970 88	115 41	.....	.....
County	3831	3768	1069	1051	9719	8,261 15	8,955 58	5,704 65	1,641 63	16,301 86	970 88	292 41	8,476 00	1,681 59
Bath county—														
Warm Springs	107	129	43	33	312	265 20	.....	.....	.....	.....	.....	.....	.....	.....
Cedar Creek	111	93	39	22	265	225 25	.....	.....	.....	.....	.....	.....	.....	.....
Williamsville	148	138	30	36	352	299 20	300 00	.....	20 00	320 00	.....	.....	.....	.....
Millboro'	147	129	27	16	319	271 15	150 33	.....	500 00	650 33	250 00	120 00	.....	650 00
County	513	489	139	107	1248	1,060 80	450 33	.....	520 00	970 33	250 00	120 00	.....	650 00
Bedford county—														
Liberty	554	541	612	592	2299	1,954 15	1.373 75	155 00	231 00	1,759 75	.....	71 00	.....	600 00
Lisbon	416	292	154	138	1000	850 00	980 00	122 50	98 75	1,201 25	.....	98 75	.....	1,000 00
Chamblissburg	530	520	216	177	1443	1,226 55	950 00	.....	95 00	1,045 00	.....	95 00	.....	500 00
Staunton	356	370	204	150	1080	918 00	855 00	.....	252 75	1,107 75	.....	72 75	.....	200 00
Otter	334	313	226	270	1143	971 55	940 00	.....	94 00	1,034 00	.....	70 00	.....	1,200 00
Charlemont	282	279	239	209	1009	857 65	805 00	390 00	179 00	1,374 00	.....	39 00	.....	200 00
Forest	225	235	338	296	1094	929 90	820 00	210 00	146 00	1,176 00	.....	46 00	.....	800 00
County	2697	2550	1989	1832	9068	7,707 80	6,723 75	877 50	1,096 50	8,697 75	.....	492 50	10,000 00	4,500 00
Bland county—														
Mechanicsburg	221	224	14	13	472	441 80	675 00	125 00	50 00	850 00	1,000 00	50 00	.....	2½ m on $
Seddon	171	130	15	12	328	213 20	290 00	22 50	36 55	349 05	.....	36 55	.....	1 m on $
Sharon	154	152	2	1	309	262 65	360 00	.....	50 00	410 00	800 00	50 00	.....	1 "
Rocky Gap	197	196	10	13	416	378 60	548 00	10 00	40 00	598 00	450 00	40 00	.....	1 "
County	743	702	41	39	1525	1,296 25	1,873 00	157 50	176 55	2,207 05	2,250 00	176 55	1,800 00	.....
Botetourt county—														
Amsterdam	508	506	177	200	1391	1.182 35	1,130 68	1,419 32	400 00	2,950 00	.....	.....	.....	1,300 00
Fincastle	444	443	176	211	1274	1,082 90	1,101 43	523 57	150 00	1,775 00	.....	.....	.....	1,100 00
Buchanan	535	546	248	250	1579	1,342 15	1,177 68	922 36	450 00	2,550 04	.....	.....	.....	1,300 00
County	1487	1495	601	661	4244	3,607 40	3,409 79	2,865 25	1,000 00	7,275 04	.....	.....	1,800 00	3,700 00

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Brunswick county—														
Totaro	313	254	594	548	1709	1,452 65	1,350 00	.....	76 56	1,426 56	.....	76 56	.....	600 00
Meherrin	329	304	579	589	1801	1,260 70	1,050 00	.....	239 79	1,289 79	108 85	239 79	.....	650 00
Red Oak	146	150	351	284	931	1,061 50	1,252 50	.....	74 00	1,326 50	.....	74 00	.....	400 00
County	788	708	1524	1421	4441	3,774 85	3,652 50	.....	390 35	4,042 85	108 85	390 35	.....	1,650 00
Buchanan county—														
Sand Lick	329	276	11	11	627	532 95	660 00	.....	135 00	795 00	.....	.....	.....	213 79
Grundy	232	218	.....	.....	450	382 50	630 00	.....	16 00	646 00	.....	.....	.....	140 00
Garden	208	190	20	20	438	372 30	450 00	.....	9 00	459 00	.....	.....	.....	121 00
County	769	684	31	31	1515	1,287 75	1,740 00	.....	160 00	1,900 00	.....	.....	400 00	474 79
Buckingham county—														
Maysville	112	94	162	146	514	426 70	630 00	.....	189 00	819 00	.....	64 00	.....	125 00
James River	227	193	174	166	760	693 60	920 00	.....	223 00	1,143 00	.....	59 00	.....	.....
Slate River	196	150	212	206	764	653 65	854 00	.....	167 50	1,021 50	.....	42 50	.....	.....
Marshall	216	246	279	272	1013	843 20	1,100 00	.....	203 98	1,303 98	.....	163 98	.....	175 00
Curdsville	105	84	270	263	722	600 10	780 00	.....	108 00	888 00	.....	33 00	.....	.....
Francisco	115	110	176	188	589	490 45	625 00	.....	132 76	757 76	.....	57 76	.....	.....
County	971	877	1273	1241	4362	3,707 70	4,909 00	.....	1,024 24	5,933 24	.....	420 24	2,000 00	300 00
Campbell county—														
Rustburg	449	391	279	281	1400	1,190 00	1,523 00	3 70	150 00	1,676 70	100 00	100 00	.....	890 00
Brookeville	240	217	215	74	746	634 10	580 00	30 00	107 50	717 50	.....	52 50	.....	1.200 00
Otter River	213	217	277	250	957	813 45	570 00	.....	.....	570 00	62 00	.....	.....	600 00
Seneca	261	203	294	279	1037	881 45	1,360 00	.....	50 00	1,410 00	200 00	50 00	.....	300 00
Falling River	308	269	218	204	999	849 15	1,400 00	50 00	.....	1,450 00	.....	.....	.....	450 00
County	1471	1297	1283	1088	5139	4,368 15	5,433 00	83 70	307 50	5,824 20	362 00	202 50	3,350 00	3,440 00
Caroline county—														
Reedy Church	235	225	342	320	1122	953 70	1,275 00	.....	244 00	1,519 00	.....	244 00	.....	650 00
Madison	278	287	388	384	1337	1,136 45	1,200 00	.....	424 00	1,624 00	105 00	424 00	.....	900 00
Port Royal	222	182	381	300	1085	922 25	800 00	.....	238 50	1,038 50	50 00	238 50	.....	800 00
Bowling Green	386	409	341	309	1445	1,228 25	1,350 00	.....	250 00	1,600 00	.....	250 00	.....	800 00
County	1121	1103	1452	1313	4989	4,240 65	4,625 00	.....	1,156 50	5,781 50	155 00	1,156 50	.....	3,150 00
Carroll county—														
Pine Creek	369	407	8	9	793	645 25	644 65	8 00	768 00	1,420 65	.....	18 00	.....	60 00
Laurel Fork	434	439	3	10	886	844 15	754 30	.....	772 00	1,526 30	.....	22 00	.....	80 00
Fancy Gap	318	268	4	5	595	505 75	437 69	104 00	766 00	1,307 69	.....	16 00	.....	75 00
Piper Gap	313	307	9	9	638	513 05	508 00	200 00	786 00	1,494 00	.....	16 00	.....	70 00
Sulphur Springs	362	317	28	39	746	601 10	545 00	25 00	398 00	968 00	.....	18 00	.....	80 00
County	1796	1738	52	72	3658	3,109 30	2,889 64	337 00	3,490 00	6,716 64	.....	90 00	.....	365 00
Charles City county—														
Harrison	117	89	207	203	616	523 60	697 77	.....	350 00	1,047 77	250 00	51 00	.....	250 00
Tyler	94	73	155	156	478	406 30	541 45	.....	60 00	601 45	30 00	30 00	.....	294 00
Chickahominy	132	96	115	100	443	376 55	501 81	.....	230 09	731 81	200 00	200 00	.....	225 00
County	343	258	477	459	1537	1,306 45	1,741 03	.....	640 00	2,381 03	480 00	281 00	700 00	769 00
Charlotte county—														
Walton	203	210	257	280	950	807 50	865 00	.....	500 00	1,365 00	5 00	.....	.....	2½ m on $
Bacon	156	165	365	354	1040	884 00	875 00	.....	218 85	1,093 85	100 00	40 00	.....	2 m on $
Roanoke	247	269	542	565	1623	1,379 55	1,538 50	.....	286 66	1,825 16	96 04	117 53	.....	2 m on $

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Madison	190	177	379	360	1106	940 10	1,030 50	.....	275 00	1,305 50	.....	188 00	.....	2 m. on $
County	796	821	1543	1559	4719	4,011 15	4,309 00	.....	1,280 51	5,589 51	201 04	345 53	.....	.....
Chesterfield county—														
Manchester	488	469	422	435	1814	1,541 90	1,820 00	420 00	900 00	3,140 00	250 00	380 00	.....	800 00
Midlothian	218	206	206	194	824	700 40	810 00	150 00	170 00	1,130 00	.....	70 00	.....	300 00
Matoaca	390	407	190	180	1167	991 95	1,050 00	.....	165 00	1,215 00	.....	40 00	.....	350 00
Dale	158	156	112	104	530	450 50	541 20	75 00	140 00	756 20	.....	40 00	.....	150 00
Clover Hill	345	295	290	270	1200	1,020 00	1,208 00	160 00	230 00	1,598 00	.....	55 00	.....	400 00
Bermuda	130	101	195	184	610	518 50	513 00	55 00	175 00	743 00	.....	50 00	.....	200 00
County	1729	1634	1415	1367	6145	5,231 75	5,942 20	860 00	1,780 00	8,582 20	250 00	635 00	2,200 00	2,200 00
Clarke county—														
Greenway	170	135	93	74	472	425 00	567 50	.....	60 00	627 50	1,000 00	.....	.....	700 00
Chapel	203	198	44	41	486	434 95	576 25	21 00	100 00	697 25	.....	.....	.....	105 00
Battletown	190	181	73	75	519	441 15	466 66	.....	102 00	568 66	.....	.....	.....	1,000 00
Long Marsh	180	172	65	71	488	369 15	358 75	65 00	200 00	623 75	700 00	.....	.....	800 00
County	743	686	275	261	1965	1,670 25	1,969 16	86 00	462 00	2,517 16	1,700 00	.....	1,200 00	2,605 00
Craig county—														
New Castle	205	181	29	18	433	368 05	460 00	.....	60 00	520 00	.....	.....	.....	.....
Alleghany	193	142	28	14	377	320 45	445 00	75 00	30 00	550 00	.....	.....	.....	175 00
Simmonsville	177	157	10	8	352	299 20	325 00	.....	30 00	355 00	250 00	.....	.....	150 00
County	575	480	67	40	1162	987 70	1,230 00	75 00	120 00	1,425 00	250 00	.....	.....	325 00
Culpeper county—														
Jeffersonton	211	197	240	208	856	577 19	600 60	85 00	88 40	774 00	.....	88 40	.....	700 00
Salem	239	203	209	198	849	711 69	771 25	252 50	114 20	1,137 95	.....	114 20	.....	500 00
Cedar Mountain	121	114	159	132	526	393 77	449 50	.....	.....	449 50	.....	.....	.....	700 00
Catalpa	285	268	245	238	1036	1,048 30	1,025 00	150 00	23 00	1,198 00	2,050 00	23 00	.....	1,200 00
Stephensburg	179	185	92	90	546	510 10	680 00	50 00	76 00	806 00	.....	76 00	.....	700 00
County	1035	967	945	866	3813	3,241 05	3,526 35	537 50	301 60	4,365 45	2,050 00	301 60	3,800 00	3,800 00
Cumberland county—														
Hamilton	230	205	433	330	1198	635 30	649 67	388 00	433 00	1,470 67	178 00	392 00	.....	.....
Madison	154	102	274	272	802	899 70	900 00	200 00	152 00	1,252 00	15 00	122 00	.....	590 00
Randolph	95	87	268	239	689	750 65	760 00	275 00	909 21	1,934 21	753 49	781 98	.....	1,205 17
County	479	394	975	841	2689	2,285 65	2,299 67	863 00	1,494 21	4,656 88	946 49	1,295 98	1,920 58	1,795 17
Dinwiddie county—														
Darvills	155	160	269	211	795	793 33	1,000 00	.....	306 00	1,306 00	.....	56 00	.....	200 00
Sappony	111	86	94	68	359	495 84	625 00	.....	192 00	817 00	.....	92 00	.....	150 00
Rowanty	202	144	385	328	1059	892 50	1,000 00	.....	.....	1,000 00	.....	.....	.....	150 00
Namozine	244	215	429	399	1287	793 33	925 00	.....	380 00	1,305 00	.....	80 00	.....	150 00
County	712	605	1177	1006	3500	2,975 00	3,550 00	.....	878 00	4,428 00	.....	228 00	2,000 00	650 00
Elizabeth City county—														
Chesapeake	157	139	299	264	859	730 15	826 00	.....	361 28	1,187 28	700 00	.....	.....	800 00
Wythe	152	138	363	380	1033	878 05	900 00	.....	188 23	1,088 23	1,000 00	.....	.....	1,200 00
Southfield	31	37	148	166	382	324 70	220 00	.....	191 40	411 40	50 00	.....	.....	500 00
County	340	314	810	810	2274	1,932 90	1,946 00	.....	740 91	2,686 91	1,750 00	.....	500 00	2,500 00
Essex county—														
Central	172	161	346	363	1042	885 70	1,054 00	.....	589 14	1,643 14	194 28	.....	.....	1,195 15
Rappahannock	208	186	282	279	955	811 75	900 00	.....	620 50	1,520 50	300 00	.....	.....	939 59

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Essex county (cont'd)														
Occupacia	137	127	598	564	1421	1,207 85	1,299 60	.....	409 04	1,708 64	130 00	.....	.....	681 67
County	517	474	1221	1206	3418	2,905 30	3,253 60	.....	1,618 68	4,872 28	624 28	.....	1,350 00	2,816 41
Fairfax county—														
Centreville	197	174	75	68	514	436 90	616 80	48 00	.....	664 80	.....	.....	.....	.....
Lee	192	144	64	54	454	385 90	485 00	.....	.....	485 00	400 00	.....	.....	.....
Mt. Vernon	216	178	146	156	696	591 60	835 20	203 60	494 00	1,532 80	.....	.....	.....	300 00
Falls Church	266	240	170	153	829	704 65	994 68	230 32	142 00	1,367 00	.....	.....	.....	1,200 00
Providence	371	354	224	185	1134	963 90	1,290 00	.....	61 00	1,351 00	25 00	61 00	.....	2,500 00
Dranesville	293	202	74	58	627	532 95	768 27	416 73	75 00	1,260 00	.....	.....	.....	229 71
County	1535	1292	753	674	4254	3,615 90	4,989 95	898 65	772 00	6,660 60	425 00	61 00	4,000 00	4,229 71
Fauquier county—														
Marshall	539	511	378	312	1740	1,479 00	1,620 00	50 00	.....	1,670 00	.....	.....	.....	½ m. on $
Centre	479	381	383	400	1643	1,396 55	1,480 00	125 00	.....	1,605 00	.....	.....	.....	600 00
Scott	425	411	258	268	1362	1,157 70	1,293 00	397 00	.....	1,690 00	.....	.....	.....	600 00
Rappahannock	276	274	187	142	879	747 15	1,021 75	100 00	.....	1,121 75	.....	.....	.....	300 00
Cedar Run	195	153	186	121	655	556 75	735 00	.....	121 00	856 00	.....	121 00	.....	1,000 00
County	1914	1730	1392	1243	6279	5,337 15	6,149 75	672 00	121 00	6,942 75	.....	121 00	1,800 00	2,500 00
Floyd county—														
Locust Grove	324	280	37	24	665	565 25	750 00	300 00	181 00	1,231 00	7 00	73 00	.....	216 00
Little River	312	324	55	61	752	639 20	900 00	.....	191 60	1,091 60	.....	86 60	.....	.....
Jacksonville	395	399	44	54	892	758 20	940 00	.....	175 78	1,115 78	200 00	70 78	.....	325 00
Alum Ridge	202	182	15	9	408	346 80	375 00	.....	145 85	520 85	.....	38 85	.....	180 00
Indian Valley	268	289	25	19	601	529 45	750 00	.....	202 00	952 00	382 00	88 00	.....	.....
Burks Fork	169	132	7	8	316	250 00	250 00	.....	64 00	314 00	4 00	52 00	.....	165 00
County	1670	1606	183	175	3634	3,088 90	3,965 00	300 00	960 23	5,225 23	593 00	409 23	1,100 00	886 00
Fluvanna county—														
Palmyra	212	211	174	156	753	640 05	1,555 00	.....	211 24	1,766 24	238 39	84 75	.....	1 m. on $
Columbia	190	168	167	163	688	584 80	1,241 50	.....	346 00	1,587 50	.....	.....	.....	1 m. "
Fork Union	139	150	310	308	907	770 95	1,455 00	50 00	356 00	1,861 00	116 00	310 00	.....	½ m. "
Cunningham	257	258	184	182	891	757 35	1,410 00	.....	213 65	1,623 65	241 12	.....	.....	1 m. "
County	798	787	845	809	3239	2,753 15	5,661 50	50 00	1,126 89	6,838 39	595 51	394 75	1½ m. on $	.....
Franklin county—														
Rocky Mount	283	242	162	165	852	809 40	807 50	.....	190 40	997 90	200 00	40 40	.....	300 00
Snow Creek	194	193	120	129	636	604 20	410 00	.....	140 00	550 00	.....	65 00	.....	240 00
Union Hall	261	265	221	207	954	918 30	859 25	.....	150 00	1,009 25	.....	23 30	.....	350 00
Gill's Creek	395	349	152	146	1042	677 80	600 00	.....	140 40	740 40	.....	40 40	.....	350 00
Bonbrook	325	328	92	86	831	789 45	540 00	.....	128 00	668 00	100 00	48 00	.....	300 00
Magodee	309	269	98	96	772	501 80	420 00	.....	92 00	512 00	100 00	42 00	.....	250 00
Blackwater	183	185	161	163	692	657 40	500 00	190 00	165 00	855 00	.....	40 00	.....	300 00
Long Branch	345	319	78	79	821	779 95	586 00	.....	148 50	734 50	.....	48 50	.....	.....
Brown Hill	258	216	81	84	639	415 35	360 00	.....	127 40	487 40	.....	52 40	.....	.....
County	2553	2366	1165	1155	7239	6,153 15	5,082 75	190 00	1,281 70	6,554 45	400 00	400 00	2,500 00	2,090 00
Frederick county—														
Winchester	399	379	129	139	1046	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stonewall	469	421	111	69	1070	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gainesboro'	454	399	22	14	889	.....	.....	.....	.....	.....	.....	.....	.....	.....
Back Creek	391	340	7	9	747	.....	.....	.....	.....	.....	.....	.....	.....	.....

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Opequon	688	565	125	86	1464	.....	.....	.....	.....	.....	.....	.....	.....	.....
County	2401	2104	394	317	5216	4,433 60	.....	.....	.....	.....	.....	.....	.....	.....
Giles county—														
Pearisburg	339	293	76	48	756	642 60	831 25	703 12	230 36	1,764 73	80 88	.....	.....	385 00
Walker's Creek	269	286	56	37	648	550 80	720 00	480 00	127 84	1,327 84	.....	.....	.....	366 00
Pembroke	246	225	27	18	516	438 60	601 00	291 00	144 59	1,036 59	46 40	.....	.....	249 00
Newport	197	195	20	17	429	364 65	435 00	215 00	130 91	780 91	62 35	.....	.....	180 00
County	1051	999	179	120	2349	1,996 65	2,587 25	1,689 12	633 70	4,910 07	189 63	.....	.....	1,180 00
Gloucester county—														
Petsworth	219	154	258	243	874	742 90	887 70	.....	152 00	1,039 70	.....	52 00	.....	55 00
Ware	214	186	310	353	1063	903 55	915 00	.....	102 50	1,017 50	.....	52 50	.....	90 00
Abingdon	465	410	359	342	1576	1,339 60	1,590 00	.....	200 00	1,790 00	.....	100 00	.....	140 00
County	898	750	927	938	3513	2,986 05	3,392 70	.....	454 50	3,847 20	.....	204 50	4,000 00	285 00
Goochland county—														
Dover	238	197	311	303	1049	891 65	960 84	53 36	252 94	1,267 14	.....	11 59	.....	250 00
Lickinghole	226	205	379	376	1186	1,008 10	901 65	23 73	143 07	1,068 45	4 50	4 50	.....	200 00
Byrd	193	202	318	323	1036	880 60	1,059 87	.....	176 33	1,236 20	.....	176 33	.....	250 00
County	657	604	1008	1002	3271	2,780 35	2,922 36	77 09	572 34	3,571 79	4 50	192 42	700 00	700 00
Grayson county—														
Old Town	435	401	35	36	907	770 95	895 00	.....	285 00	1,180 00	.....	60 00	.....	.....
Elk Creek	757	774	91	102	1724	1,465 40	1,715 00	.....	460 00	2,175 00	.....	60 00	.....	700 00
Wilson	630	597	38	32	1297	1,102 45	1,165 00	.....	340 00	1,505 00	.....	40 00	.....	500 00
County	1822	1772	164	170	3928	3,338 80	3,775 00	.....	1,085 00	4,860 00	.....	160 00	1,000 00	1,200 00
Greene county—														
Stanardsville	196	159	93	90	538	457 30	1,049 00	82 50	81 00	1,212 50	.....	81 00	.....	295 00
Ruckersville	144	149	99	78	470	399 50	600 00	.....	33 00	633 00	.....	33 00	.....	250 00
Monroe	163	180	51	47	441	374 85	559 00	10 00	30 00	599 00	.....	30 00	.....	200 00
County	503	488	243	215	1449	1,231 65	2,208 00	92 50	144 00	2,444 50	.....	144 00	500 00	745 00
Greensville county—														
Belfield	132	132	176	147	587	498 95	277 00	.....	109 00	386 00	.....	99 00	.....	350 00
Hicksford	149	186	241	269	845	718 25	300 00	.....	64 00	364 00	.....	34 00	.....	350 00
Zion	79	63	101	114	357	303 45	150 00	.....	59 00	209 00	.....	34 00	.....	200 00
County	360	381	518	530	1789	1,520 65	727 00	.....	232 00	959 00	.....	167 00	900 00	900 00
Halifax county—														
Bannister	262	217	419	368	1266	1,076 10	1,372 00	.....	354 99	1,726 99	160 00	.....	.....	531 50
Roanoke	340	266	448	367	1421	1,207 85	1,480 00	.....	242 06	1,722 06	.....	50 00	.....	635 00
Staunton	374	351	395	392	1512	1,285 20	1,229 17	.....	175 00	1,404 17	250 00	266 50	.....	300 00
Birch Creek	360	320	584	609	1873	1,592 05	1,850 00	.....	182 00	2,032 00	20 00	.....	.....	420 15
Mount Carmel	262	213	438	405	1318	1,120 30	1,234 33	.....	219 21	1,453 54	.....	219 21	.....	503 50
Hyco	315	287	255	245	1102	936 70	1,142 50	.....	170 00	1,312 50	30 31	15 50	.....	400 00
County	1913	1654	2539	2386	8492	7,218 20	8,308 00	.....	1,343 26	9,651 26	460 31	551 21	.....	2,790 15
Hanover county—														
Beaver Dam	265	246	323	317	1151	978 35	1,085 00	.....	295 00	1,380 00	.....	55 50	.....	223 40
Allen's Creek	213	213	238	236	900	765 00	1,060 00	.....	286 00	1,346 00	.....	86 00	.....	172 30
Ashland	304	266	277	275	1122	953 70	1,285 00	.....	280 00	1,565 00	.....	55 00	.....	312 16
Clay	236	245	297	242	1020	867 00	870 00	.....	200 00	1,070 00	.....	50 00	.....	366 40
Henry	296	308	244	219	1067	906 95	1,230 00	.....	320 00	1,550 00	.....	50 00	.....	379 34
County	1314	1278	1379	1289	5260	4,471 00	5,530 00	.....	1,381 00	6,911 00	.....	296 50	1,451 48	1,453 60

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Henrico county—														
Varina	239	193	197	173	802	681 70	770 00	.....	245 00	1,015 00	50 00	.....	.....	250 00
Fairfield	355	318	295	264	1232	1,047 20	1,147 50	.....	478 72	1,626 22	600 00	.....	.....	1,186 00
Brookland	284	282	230	193	989	840 65	1.170 00	.....	284 33	1,454 33	278 45	.....	.....	715 55
Tuckahoe	263	248	203	171	885	752 25	1,200 00	.....	295 50	1,495 50	1,365 66	562 50	.....	1,068 75
County	1141	1041	925	801	3908	3,321 80	4,287 50	.....	1,303 55	5,591 05	2.294 11	562 50	.....	3,220 30
Henry county—														
Martinsville	337	331	215	236	1119	946 69	1,145 00	50 00	150 00	1,345 00	.....	75 00	.....	400 00
Leatherwood	371	310	279	279	1239	1,057 55	1,100 00	.....	109 00	1,209 00	15 00	94 00	.....	400 00
Ridgway	355	304	246	249	1154	980 95	1,045 00	18 00	51 10	1,114 10	.....	51 10	.....	.....
Horse Pasture	239	251	239	251	980	833 01	850 00	.....	25 00	875 00	.....	25 00	.....	400 00
County	1302	1196	979	1015	4492	3,818 20	4,140 00	68 00	335 10	4,543 10	15 00	245 10	.....	1,200 00
Highland county—														
Blue Grass	230	199	11	21	461	391 85	518 33	76 67	25 00	620 00	.....	.....	.....	.....
Monterey	207	191	8	5	411	349 35	420 80	179 20	32 50	632 50	.....	.....	.....	.....
Stonewall	272	224	38	47	581	493 85	483 30	281 70	41 50	806 50	.....	.....	.....	125 00
County	709	614	57	73	1453	1,235 05	1,422 43	537 57	99 00	2,059 00	.....	.....	.....	125 00
Isle of Wight county—														
Newport	330	504	200	250	1284	1,091 40	1,007 00	110 00	1,110 00	2,227 00	.....	.....	.....	.....
Hardy	370	382	185	203	1140	969 00	967 00	.....	575 00	1,542 00	.....	75 00	.....	.....
Windsor	200	256	110	150	716	608 60	592 97	.....	825 00	1,417 97	.....	.....	.....	.....
County	900	1142	495	603	3140	2,669 00	2,566 97	110 00	2,510 00	5,186 97	.....	75 00	600 00	.....
James City county—														
Stone House	54	42	73	69	238	202 30	300 00	.....	258 66	558 66	30 00	129 33	.....	140 00
Powhatan	66	61	139	170	436	370 60	525 00	.....	160 25	685 25	25 00	85 25	.....	160 00
Jamestown	57	75	129	129	390	331 50	300 00	.....	155 50	455 50	25 00	48 50	.....	350 00
Williamsburg	100	90	66	60	316	268 60	259 15	.....	73 43	332 58	.....	60 00	.....	500 00
County	277	268	407	428	1380	1,173 00	1,384 15	.....	647 84	2,031 99	80 00	323 08	600 00	1,150 00
King & Queen county—														
Newtown	178	171	283	232	864	734 40	800 00	.....	102 08	902 08	.....	102 08	.....	500 00
Stevensville	292	302	485	518	1597	1,357 45	1,175 00	.....	168 00	1,343 00	.....	168 00	.....	900 00
Buena Vista	251	247	296	312	1106	940 10	875 00	.....	93 75	968 75	.....	93 75	.....	600 00
County	721	720	1064	1062	3567	3,031 95	2,850 00	.....	363 83	3,213 83	.....	363 83	900 00	2,000 00
King George county—														
Shiloh	185	179	178	180	722	613 70	662 50	.....	489 25	1,151 75	500 00	302 37	.....	392 00
Chotank	247	283	320	310	1160	986 00	1,040 00	.....	773 75	1,813 75	600 00	323 75	.....	800 00
Passpatanzy	122	105	97	88	412	350 20	375 00	.....	539 36	914 36	500 00	296 89	.....	800 00
County	554	567	595	578	2294	1,949 90	2,077 50	.....	1,802 36	3,879 86	1,600 00	923 01	.....	1,992 00
King William county—														
West Point	133	152	184	175	644	547 40	700 00	.....	200 00	900 00	.....	50 00	.....	595 00
Acquinton	149	136	316	306	907	770 95	769 76	.....	300 00	1,069 76	.....	50 00	.....	700 00
Mangohic	148	159	214	216	737	626 45	770 00	.....	230 00	1,000 00	.....	30 00	.....	446 25
County	430	447	714	697	2288	1,944 80	2,239 76	.....	730 00	2,969 76	.....	130 00	.....	1,741 25
Lancaster county—														
White Chapel	99	81	191	147	518	440 30	433 68	.....	.....	433 68	20 00	90 00	.....	unknown
Mantua	139	150	185	206	680	578 00	450 00	.....	91 65	541 65	2 75	46 65	.....	unknown
White Stone	178	148	252	216	794	674 90	600 00	.....	102 48	702 48	21 50	131 98	.....	unknown
County	416	379	628	569	1992	1,693 20	1,483 68	.....	194 13	1,677 81	44 25	268 63	unknown	unknown

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Lee county—														
Rose Hill	552	571	73	90	1286	1,093 10	1,330 25	.....	157 50	1,487 75	.....	10 50	.....	.....
White Shoals	466	534	68	62	1130	960 50	1,372 50	.....	162 50	1,535 00	.....	10 50	.....	.....
Jonesville	654	640	47	34	1375	1,168 75	1,462 50	.....	147 50	1,610 00	.....	12 50	.....	.....
Rocky Station	504	464	28	25	1021	867 85	1,245 00	.....	165 50	1,410 50	.....	12 50	.....	.....
Yokum Station	366	374	33	16	789	670 65	1,217 50	.....	145 20	1,362 70	.....	10 20	.....	.....
County	2542	2583	249	227	5601	4,760 85	6,627 75	.....	778 20	7,405 95	.....	56 20	.....	.....
Loudoun county—														
Leesburg	488	438	165	170	1261	1,071 85	1,038 00	50 00	377 29	1.465 29	46 50	.....	.....	1,450 00
Mount Gilead	369	395	210	181	1155	981 75	981 75	130 00	335 15	1,446 90	120 00	.....	.....	900 00
Mercer	403	413	273	255	1344	1,142 40	988 40	250 00	357 10	1,595 50	62 00	.....	.....	1,200 00
Lovettsville	471	467	49	33	1020	867 00	867 00	.....	238 95	1,105 95	.....	.....	.....	1,250 00
Jefferson	388	339	148	121	996	846 60	846 60	25 00	436 55	1,308 15	.....	.....	.....	1,300 00
Broad Run	334	308	114	112	868	737 80	649 33	.....	684 75	1,334 08	400 00	.....	.....	1,000 00
County	2453	2360	959	872	6644	5,647 40	5,371 08	455 00	2,429 79	8,255 87	628 50	.....	7,500 00	7,100 00
Louisa county—														
Jackson	222	228	335	338	1123	954 50	1,064 00	.....	240 00	1,304 00	10 00	220 00	.....	500 00
Cuckoo	226	251	454	424	1355	1,151 70	1,227 50	.....	240 82	1,468 32	.....	240 82	.....	766 13
Court House	305	310	460	463	1538	1,307 30	1,240 00	.....	265 00	1,505 00	.....	215 00	.....	1,000 00
Green Spring	257	224	368	372	1221	1,037 95	1,025 00	.....	150 00	1,175 00	125 00	131 30	.....	600 00
County	1010	1013	1617	1597	5237	4,451 45	4,556 50	.....	895 82	5,452 32	135 00	807 12	1,450 00	2,866 13
Lunenburg county—														
Lewiston	117	118	256	204	695	590 75	600 00	.....	30 50	630 50	5 00	.....	.....	250 90
Brown's Store	154	147	211	179	691	587 35	742 50	.....	113 34	855 84	24 60	.....	.....	778 37
Pleasant Grove	141	114	191	197	643	546 55	544 50	.....	180 31	724 81	194 60	.....	.....	567 74
Rehoboth	146	117	163	172	598	508 30	600 00	.....	.....	600 00	.....	.....	.....	130 00
Lochleven	129	119	154	147	549	466 65	600 00	.....	.....	600 00	.....	.....	.....	5 m. on $
Columbian Grove	81	69	164	157	471	400 35	430 00	.....	139 66	569 66	37 00	.....	.....	139 66
County	768	684	1139	1056	3647	3,099 95	3,517 00	.....	463 81	3,980 81	261 20	.....	.....	1,866 67
Lynchburg city	795	863	595	1019	3272	2,781 20	2,945 00	.....	5,149 00	8,094 00	550 00	.....	.....	.....
Madison county—														
Robertson	359	349	219	210	1137	966 45	1,135 00	.....	150 00	1,285 00	.....	.....	.....	350 00
Locust Dale	307	264	304	305	1180	1,003 00	930 00	.....	150 00	1,080 00	.....	.....	.....	400 00
Rapidan	210	236	201	185	832	707 20	910 00	.....	122 00	1.032 00	.....	52 00	.....	300 00
County	876	849	724	700	3149	2,676 65	2,975 00	.....	422 00	3,397 00	.....	52 00	800 00	1,050 00
Mathews county														
Chesapeake	216	244	108	116	684	.....	.....	.....	.....	.....	.....	.....	.....	.....
Westville	247	261	215	188	911	.....	.....	.....	.....	.....	.....	.....	.....	.....
Piankatank	266	289	134	134	823	.....	.....	.....	.....	.....	.....	.....	.....	.....
County	729	794	457	438	2418	2,055 30	.....	.....	.....	.....	.....	.....	.....	.....
Mecklenburg county—														
Boydton	167	188	446	429	1230	1,045 50	1,047 00	.....	115 00	1,162 00	.....	65 00	.....	400 00
Christiansville	133	109	292	306	840	714 00	870 00	50 00	110 13	1,030 13	.....	35 13	.....	100 00
Blue Stone	101	90	234	255	680	578 00	727 00	.....	64 00	791 00	.....	29 00	.....	150 00
Flat Creek	91	77	325	286	779	662 15	830 00	.....	40 00	870 00	.....	40 00	.....	.....
South Hill	155	125	203	199	682	579 70	500 00	.....	25 00	525 00	.....	.....	.....	.....
Buckhorn	177	149	163	191	680	578 00	525 00	.....	.....	525 00	.....	.....	.....	150 00

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mecklenburg (continued)														
Palmer's Spring	73	44	246	220	593	504 05	482 00	105 00	30 00	617 00	.....	.....	.....	375 00
Clarksville	206	210	215	202	833	708 05	930 00	.....	50 00	980 00	.....	50 00	.....	.....
County	1103	992	2124	2098	6317	5,369 45	5,911 00	155 00	434 13	6,500 13	.....	219 13	3,000 00	1,175 00
Middlesex county—														
Jamaica	66	68	102	210	346	294 10	225 00	.....	40 10	265 10	50 00	40 10	.....	300 00
Saluda	139	126	193	191	649	551 65	525 00	.....	57 90	582 90	100 00	57 90	.....	500 00
Pine Top	232	199	160	135	726	617 10	500 00	.....	40 10	540 10	50 00	40 10	.....	400 00
County	437	393	455	436	1721	1,462 85	1,250 00	.....	138 10	1,388 10	200 00	138 10	1,000 00	1,200 00
Montgomery county—														
Christiansburg	431	426	176	182	1215	705 00	705 00	332 50	89 00	1,126 50	.....	89 00	.....	600 00
Blacksburg	529	464	125	128	1246	1,813 20	1,979 00	.....	155 00	2,134 00	.....	105 00	.....	900 00
Alleghany	373	384	98	94	949	590 85	590 85	101 15	76 00	768 00	.....	52 00	.....	.....
Auburn	449	375	132	127	1083	710 00	710 00	285 00	84 25	1,079 25	.....	84 25	.....	600 00
County	1782	1649	531	531	4493	3,819 05	3,984 85	718 65	404 25	5,107 75	.....	330 25	3,500 00	2,100 00
Nansemond county—														
Sleepy Hole	152	123	221	218	714	606 90	560 00	.....	109 50	669 50	.....	81 50	.....	400 00
Suffolk	90	96	60	81	327	277 95	290 35	50 00	21 75	362 10	.....	21 75	.....	.....
Chuckatuck	266	196	167	187	816	693 60	808 90	.....	76 75	885 65	.....	76 75	.....	.....
Cypress	251	208	139	131	729	619 65	435 00	.....	42 35	477 35	.....	42 35	.....	.....
Holy Neck	234	238	214	250	936	795 60	910 50	.....	51 00	961 50	.....	51 00	.....	.....
County	993	861	801	867	3522	2,993 70	3,004 75	50 00	301 35	3,356 10	.....	273 35	.....	400 00
Nelson county—														
Lovingston	483	452	467	424	1826	1,552 10	1,860 00	162 50	414 00	2,436 50	.....	94 00	.....	300 00
Massie's Mills	480	428	306	278	1492	1,268 20	1,400 00	358 00	355 00	2,113 00	.....	75 00	.....	300 00
Greenfield	347	270	281	238	1136	965 60	1,265 50	277 90	315 00	1,858 40	.....	65 00	.....	250 00
County	1310	1150	1054	940	4454	3,785 90	4,525 50	798 40	1,084 00	6,407 90	.....	234 00	850 00	850 00
New Kent county—														
Ware Creek	106	96	98	101	401	340 85	454 23	.....	108 69	562 92	12 69	108 69	.....	275 00
Cumberland	109	134	141	130	514	436 90	160 00	.....	.....	160 00	.....	.....	.....	.....
St. Peter's	67	60	111	110	348	295 80	331 40	.....	75 00	406 40	.....	60 00	.....	250 00
Black Creek	81	94	104	93	372	316 20	421 36	25 00	58 00	504 36	100 00	.....	.....	231 00
County	363	384	454	434	1635	1,389 75	1,366 99	25 00	241 69	1,633 68	112 69	168 69	.....	756 00
Norfolk county—														
Western Branch	307	278	497	489	1571	1,353 63	1,333 33	250 00	75 00	1,658 33	200 00	75 00	.....	1,500 00
Deep Creek	129	120	246	203	698	710 67	700 00	.....	85 00	785 00	.....	55 00	.....	500 00
Pleasant Grove	292	224	195	148	859	936 04	922 00	.....	64 00	986 00	400 00	34 00	.....	500 00
Butts Road	147	112	200	182	641	766 49	755 00	85 00	75 00	915 00	200 00	55 00	.....	500 00
Washington	178	128	168	172	646	609 14	600 00	.....	44 00	644 00	50 00	34 00	.....	900 00
Tanner's Creek	194	173	230	188	785	44 03	.....	.....	30 00	30 00	.....	30 00	.....	1,200 00
County	1247	1035	1536	1382	5200	4,420 00	4,310 33	335 00	373 00	5,018 33	850 00	283 00	2,500 00	5,100 00
Norfolk city	.....	.....	.....	.....	6182	5,254 70	9,600 00	.....	1,872 76	11,472 76	18,000 00	.....	.....	.....
Northampton county—														
Capeville	172	188	220	172	752	150 40	.....	.....	.....	.....	.....	.....	.....	350 00
Eastville	131	161	311	293	896	179 20	.....	.....	.....	.....	.....	.....	.....	.....
Franktown	175	126	210	181	692	138 40	.....	.....	.....	.....	.....	.....	.....	350 00
County	478	475	741	646	2340	468 00	.....	.....	.....	.....	.....	.....	700 00	700 00

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Northumberland co'ty—														
Lottsburg	201	193	96	112	602	511 70	345 00	.....	25 33	370 33	7 83	7 83	.....	284 46
Heathsville	187	178	165	152	682	579 70	440 00	.....	129 52	569 52	56 00	129 52	.....	651 00
Wicomico	88	90	152	168	498	423 30	385 00	.....	102 50	487 50	43 00	102 50	.....	734 12
Fairfields	172	139	132	120	563	478 55	450 00	.....	73 50	523 50	.....	73 50	.....	372 91
County	648	600	545	552	2345	1,993 25	1,620 00	.....	330 85	1,950 85	106 83	313 35	.....	2,042 49
Nottoway county—														
Blendon	100	111	418	428	1057	751 40	960 00	20 00	195 45	1,175 45	362 72	402 07	.....	1,000 00
Bellefonte	153	115	242	211	721	751 40	960 00	150 00	220 13	1,330 13	80 00	205 73	.....	800 00
Haytokah	129	119	322	304	874	751 40	1,040 00	.....	160 25	1,200 25	62 00	160 25	.....	800 00
County	382	345	982	943	2652	2,254 20	2,960 00	170 00	575 83	3,705 83	504 72	768 05	1,500 00	2,600 00
Orange county—														
Barbour	138	143	219	191	691	587 35	640 00	30 00	122 00	792 00	30 00	142 00	.....	300 00
Madison	210	242	344	322	1118	950 30	1,040 00	375 00	264 42	1,679 42	56 37	99 58	.....	550 00
Taylor	279	212	480	448	1419	1,206 15	1,262 00	50 00	226 94	1,538 94	200 00	17 10	.....	500 00
Gordon	178	200	110	94	582	494 70	600 00	295 25	201 20	1,096 45	35 64	14 00	.....	250 00
County	805	797	1153	1055	3810	3,238 50	3,542 00	750 25	814 56	5,106 81	322 01	272 68	1,800 00	1,600 00
Page county—														
Shenandoah I. W'ks	321	284	38	21	664	564 40	510 00	298 75	150 50	959 25	.....	.....	.....	200 00
Marksville	362	381	34	39	816	693 60	595 00	255 00	80 00	930 00	.....	80 00	.....	360 00
Luray	325	283	56	58	722	613 70	665 00	170 00	207 00	1,042 00	.....	87 00	.....	300 00
Springfield	315	311	29	26	681	578 85	650 00	65 00	78 10	793 10	.....	78 10	.....	250 00
County	1323	1259	157	144	2883	2,450 55	2,420 00	788 75	515 60	3,724 35	.....	245 10	2,000 00	1,110 00
Patrick county—														
Mayo	419	399	183	148	1149	976 65	398 75	.....	.....	398 75	.....	.....	.....	320 00
Dan	496	366	31	26	919	781 15	629 00	.....	.....	629 00	.....	.....	.....	280 00
Smith	514	469	101	99	1183	1,005 55	770 00	.....	.....	770 00	.....	.....	.....	300 00
County	1429	1234	315	273	3251	2,763 35	1,797 75	.....	.....	1,797 75	.....	.....	900 00	900 00
Petersburg city	.....	.....	.....	.....	6278	5,336 30	11,809 96	2,000 00	4,352 14	18,162 10	35,000 00	.....	.....	.....
Pittsylvania county—														
Chatham	381	326	325	276	1308	1,111 80	1,040 00	.....	170 00	1,210 00	.....	75 00	.....	unknown
Staunton River	322	318	266	228	1134	1,163 90	1,130 00	.....	203 00	1,333 00	.....	125 00	.....	unknown
Dan River	547	539	360	394	1840	1,564 00	1,155 00	300 00	468 00	1,923 00	.....	68 00	.....	unknown
Banister	179	167	322	268	936	795 60	700 00	.....	170 00	870 00	.....	124 00	.....	unknown
Pigg River	290	266	190	163	909	772 65	730 00	.....	185 00	915 00	.....	110 00	.....	unknown
Callands	419	379	279	252	1329	1,129 65	690 00	.....	85 00	775 00	.....	40 00	.....	.....
Tunstall	580	521	478	465	2044	1,537 40	910 00	75 00	305 00	1,290 00	.....	180 00	.....	unknown
Danville	194	188	221	268	871	740 35	750 00	200 00	500 00	1,450 00	.....	125 00	.....	unknown
County	2912	2704	2441	2314	10,371	8.815 35	7,105 00	575 00	2,086 00	9,766 00	.....	847 00	unknown	.....
Portsmouth city	1068	1039	322	405	2834	.....	.....	.....	.....	.....	.....	.....	.....	.....
Powhatan county—														
Spencer	133	101	285	320	839	713 15	712 62	.....	181 88	894 50	140 00	.....	.....	335 00
Huguenot	172	152	212	174	710	603 50	603 32	.....	112 42	715 74	186 93	.....	.....	335 00
Macon	167	155	280	262	864	734 40	734 38	.....	171 38	905 76	125 00	.....	.....	335 00
County	472	408	777	756	2413	2,051 05	2,050 32	.....	465 68	2,516 00	451 93	.....	2,000 00	1,005 00

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Prince Edward county—														
Buffalo	221	193	419	422	1255	1,066 75	1,280 00	90 00	132 10	1,502 10	.....	.....	.....	400 00
Hampden	115	172	351	356	994	844 90	1,180 00	55 00	169 50	1,404 50	.....	.....	.....	.....
Farmville	154	145	306	313	918	780 30	821 00	9 00	140 22	970 22	18 00	.....	.....	370 00
Lockett	78	89	113	113	393	334 05	415 00	35 00	141 69	591 69	.....	.....	.....	.....
Leigh	91	95	175	189	550	467 50	745 00	85 00	156 97	986 97	.....	.....	.....	.....
County	659	694	1364	1393	4110	3,493 50	4,441 00	274 00	740 48	5,455 48	18 00	.....	2,000 00	770 00
Prince George county—														
Templeton	101	75	116	102	394	334 90	150 00	24 00	.....	174 00	.....	.....	.....	420 00
Rives	68	69	134	117	388	329 80	400 00	.....	694 74	1,094 74	650 00	470 00	.....	1,125 00
Bland	102	73	225	209	609	517 65	424 00	40 00	187 87	651 87	81 57	180 87	.....	1,225 00
Blackwater	67	44	68	64	243	206 55	80 00	.....	400 13	480 13	321 57	400 13	.....	458 00
Brandon	114	101	159	135	509	432 65	300 00	10 00	20 00	330 00	230 00	265 00	.....	475 00
County	452	362	702	627	2143	1,821 55	1,354 00	74 00	1,302 74	2,730 74	1,283 14	1,316 00	1,550 00	3,703 00
Princess Anne county—														
Pungo	283	263	87	65	698	593 30	562 50	.....	72 25	634 75	1,000 00	72 75	.....	.....
Seaboard	383	309	169	126	987	838 95	830 00	.....	.....	830 00	500 00	.....	.....	.....
Kempsville	191	181	382	391	1145	973 25	940 00	.....	100 00	1,640 00	500 00	100 00	.....	.....
County	857	753	638	582	2830	2,405 50	2,332 50	.....	172 25	2,504 75	2,000 00	172 75	3,034 30	.....
Prince William county—														
Dumfries	111	100	37	23	271	230 35	228 67	45 00	.....	273 67	.....	42 00	.....	686 92
Accoquan	127	136	18	14	295	250 75	210 00	.....	.....	210 00	.....	63 00	.....	806 50
Coles	204	183	23	17	427	362 95	362 83	233 33	.....	596 16	.....	50 00	.....	.....
Brentsville	136	118	52	47	353	300 05	268 50	217 50	.....	486 00	.....	30 00	.....	1,270 73
Manassas	207	171	107	104	589	500 65	495 00	515 00	.....	1,010 00	150 00	41 00	.....	2,500 00
Gainesville	217	238	138	108	701	595 85	617 50	130 95	.....	748 45	.....	49 00	.....	489 84
County	1002	946	375	313	2636	2,240 60	2,182 50	1,141 78	.....	3,324 28	150 00	275 00	1,893 38	5,753 99
Pulaski county—														
Newbern	253	265	116	119	853	640 05	734 75	271 25	1,638 00	2,644 00	.....	38 00	.....	.....
Dublin	332	357	193	191	1073	912 05	720 25	413 00	1,157 00	2,290 25	.....	57 00	.....	.....
Hiwassie	318	305	56	45	724	615 40	765 00	75 00	1,640 90	2,480 90	.....	40 90	.....	.....
County	903	927	365	355	2550	2,167 50	2,220 00	759 25	4,435 90	7,415 15	.....	135 90	2,500 00	.....
Rappahannock county—														
Hampton	166	137	169	179	651	553 35	585 00	.....	.....	585 00	.....	.....	.....	500 00
Wakefield	130	115	106	100	451	383 35	415 00	40 00	.....	455 00	.....	.....	.....	85 00
Jackson	183	122	115	122	542	460 70	600 00	30 00	.....	630 00	.....	154 65	.....	436 00
Piedmont	224	201	73	74	572	486 20	288 00	75 00	.....	363 00	.....	.....	.....	460 00
Stonewall	165	177	94	96	532	452 20	532 50	155 00	.....	687 50	.....	.....	.....	450 00
County	868	752	557	571	2748	2,335 80	2,420 50	300 00	.....	2,720 50	.....	154 65	1,500 00	1,931 00
Richmond county—														
Farnham	128	122	83	72	405	344 25	400 00	.....	.....	400 00	.....	.....	.....	2 m. on $
Washington	181	145	159	138	623	529 55	550 00	.....	.....	550 00	.....	.....	.....	2 m. on $
Marshall	143	117	180	147	587	498 95	650 00	.....	.....	650 00	.....	.....	.....	2 m. on $
Stonewall	163	155	106	161	525	446 25	525 00	.....	.....	525 00	.....	.....	.....	2 m. on $
County	615	539	528	458	2140	1,819 00	2,125 00	.....	.....	2,125 00	.....	.....	1 m. on $	.....
Richmond city	.....	.....	.....	.....	17,382	14,774 70	31,008 00	.....	12,378 34	43,386 34	105,000 00	.....	.....	.....

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Roanoke county—														
Catawba	137	129	34	27	327	277 95	296 63	.....	83 30	379 93	.....	.....	.....	300 00
Salem	371	354	224	253	1202	981 70	1,156 66	.....	275 36	1,432 02	.....	.....	.....	1,900 00
Big Lick	164	214	149	121	648	590 80	666 60	.....	145 05	811 65	.....	.....	.....	2,400 00
Cave Spring	364	369	140	121	994	844 90	788 21	.....	148 75	936 96	.....	.....	.....	500 00
County	1036	1066	547	522	3171	2,695 35	2,908 10	.....	652 46	3,560 56	.....	.....	3,500 60	5,100 00
Rockbridge county—														
Lexington	326	296	207	205	1034	878 90	978 90	672 00	484 58	2,125 48	.....	20 00	.....	394 00
Natural Bridge	455	408	194	192	1249	1,061 65	1,061 65	440 00	450 25	1,951 90	.....	.....	.....	481 00
Buffalo	402	361	71	50	884	751 40	875 00	470 00	311 97	1,656 97	.....	.....	.....	217 00
Kerr's Creek	324	316	80	70	790	671 50	671 50	430 00	339 00	1,440 50	.....	25 00	.....	291 00
Walker's Creek	414	395	126	105	1040	884 00	884 00	590 00	379 00	1,853 00	.....	.....	.....	355 00
South River	341	331	101	91	864	734 40	734 40	555 00	354 40	1,643 80	.....	.....	.....	258 00
County	2262	2107	779	713	5861	4,981 85	5,205 45	3,157 00	2,319 20	10,681 65	.....	45 00	5,000 00	1,996 00
Rockingham county —														
Harrisonburg	368	383	127	145	1023	869 55	590 00	468 00	153 00	1,211 00	.....	4 00	.....	500 00
Central	535	478	39	29	1081	918 85	918 72	1,034 75	150 70	2,104 17	.....	25 10	.....	400 00
Franklin	547	503	44	41	1135	964 75	796 25	817 50	134 60	1,748 35	.....	44 10	.....	400 00
Ashby	384	391	23	21	819	696 15	696 15	646 85	124 90	1,467 90	.....	49 90	.....	500 00
Stonewall	351	288	113	95	847	719 95	637 47	610 00	101 10	1,348 57	.....	31 10	.....	500 00
Elk Run	305	280	80	68	733	623 05	622 95	609 63	119 10	1,351 68	.....	11 10	.....	275 00
Plains	565	560	34	32	1191	1,012 35	784 75	855 00	83 10	1,722 85	.....	33 10	.....	400 00
Linville Creek	641	644	37	37	1359	1,155 15	1,155 15	1,175 15	181 10	2,511 40	.....	31 10	.....	600 00
Brock's Gap	252	188	.....	.....	440	374 00	374 00	126 00	36 00	536 00	.....	11 00	.....	70 00
County	3948	3715	497	468	8628	7,333 80	6,575 44	6,342 88	1,083 60	14,001 92	.....	240 50	4,000 00	3,645 00
Russell county—														
New Garden	442	397	33	30	902	766 70	937 50	.....	1,281 60	2,219 10	.....	81 60	.....	1,000 00
Elk Garden	287	300	43	58	688	584 80	725 00	25 00	1,300 00	2,050 00	.....	.....	.....	1,000 00
Lebanon	397	331	35	30	793	674 05	925 00	352 50	5,184 16	6,461 66	.....	184 16	.....	1,000 00
Castle Woods	361	311	43	46	761	646 85	775 00	.....	500 00	1,275 00	.....	.....	.....	292 95
Copper Creek	220	230	29	23	502	426 70	550 00	.....	528 00	1,078 00	.....	28 00	.....	300 00
Moccasin	230	194	32	17	473	402 05	575 00	.....	215 00	790 00	.....	15 00	.....	280 00
County	1937	1763	215	204	4119	3,501 15	4,487 50	377 50	9,008 76	13,873 76	.....	308 76	.....	3,872 95
Scott county—														
Estillville	428	415	42	52	937	796 45	709 44	.....	350 00	1,059 44	50 00	.....	.....	469 00
Fulkerson	325	279	8	11	623	529 55	825 00	.....	20 00	845 00	200 00	20 00	.....	275 00
Johnston	374	371	3	9	757	643 45	1,000 00	.....	135 00	1,135 00	.....	110 00	.....	440 00
Floyd	248	212	7	8	475	403 75	475 00	.....	70 00	545 00	.....	10 00	.....	.....
DeKalb	396	347	12	12	769	651 95	560 00	.....	323 81	883 81	250 00	43 81	.....	321 50
Taylor	309	398	10	8	725	616 25	606 66	.....	53 00	659 66	.....	50 50	.....	262 50
Powell	436	414	2	5	857	728 45	777 00	.....	30 00	807 00	300 00	30 00	.....	300 00
County	2516	2436	84	105	5141	4,369 85	4,953 10	.....	981 81	5,934 91	800 00	264 31	.....	2,068 00
Shenandoah county—														
Lee	515	471	27	32	1045	888 25	1,040 00	360 00	242 00	1,642 00	.....	.....	.....	100 00
Ashby	407	372	27	37	843	716 55	716 57	83 43	200 00	1,000 00	.....	25 00	.....	550 00
Madison	544	495	12	10	1061	969 85	1,233 00	186 66	200 00	1,619 66	.....	.....	.....	500 00
Johnston	297	289	3	8	597	507 45	657 45	601 50	148 00	1,406 95	.....	28 00	.....	320 00
Stonewall	477	461	9	18	965	752 25	776 50	606 25	305 00	1,687 75	750 00	750 00	.....	350 00

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	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Shenandoah (continued)														
Davis	346	314	17	14	691	587 35	760 00	514 00	182 63	1,456 63	.....	132 00	.....	600 00
County	2586	2402	15	119	5202	4,421 70	5,183 52	2,351 84	1,277 63	8,812 99	750 00	935 00	5,300 00	2,420 00
Smyth county—														
Marion	594	493	109	76	1272	1,081 20	1,480 00	645 00	150 00	2,275 00	400 00	103 75	.....	1,900 00
Rich Valley	609	536	103	94	1342	1,140 70	1,250 00	265 50	350 00	1,865 50	.....	100 00	.....	2,000 00
St. Clair	249	261	18	26	551	468 35	660 00	100 00	100 00	860 00	.....	30 00	.....	2,200 00
County	1449	1290	230	196	3165	2,690 25	3,390 00	1,010 50	600 00	5,000 50	400 00	233 75	2,500 00	6,100 00
Southampton county—														
Franklin	146	138	177	144	605	514 25	650 00	.....	133 47	783 47	125 00	88 47	.....	.....
Jerusalem	162	114	159	130	568	482 80	590 00	185 00	125 00	900 00	175 00	50 00	.....	725 00
Berlin	212	210	230	199	851	723 35	885 00	.....	230 00	1,115 00	5 00	130 00	.....	700 00
Drewrysville	102	90	224	160	576	489 60	465 00	.....	124 00	589 00	5 00	74 00	.....	500 00
Boykin's	160	107	443	207	717	609 45	600 00	.....	132 00	732 00	5 00	52 00	.....	650 00
Newsom's	145	146	207	200	698	593 30	745 00	.....	138 00	883 00	5 00	68 00	.....	550 00
County	927	805	1240	1043	4015	3,412 75	3,935 00	185 00	882 47	5,002 47	320 00	462 47	1,200 00	3,125 00
Spotsylvania county—														
Berkeley	139	156	203	172	670	569 50	570 00	16 00	195 00	781 00	.....	60 00	.....	150 00
Chancellor's	194	179	88	90	551	468 35	475 00	70 00	285 00	830 00	150 00	60 00	.....	125 00
Livingston	243	227	240	221	931	791 35	690 00	.....	195 00	885 00	.....	60 00	.....	130 00
Courtland	193	183	251	225	852	724 20	705 00	110 00	200 00	1,015 00	.....	60 00	.....	300 00
Fredericksburg	402	365	176	236	1179	1,002 15	1,420 00	.....	280 00	1,700 00	.....	75 00	.....	.....
County	1171	1110	958	944	4183	3,555 55	3,860 00	196 00	1,155 00	5,211 00	150 00	315 00	705 00	705 00
Stafford county—														
Falmouth	233	249	80	64	626	532 10	490 00	.....	.....	490 00	.....	.....	.....	.....
Acquia	292	270	134	122	818	695 30	620 00	.....	100 80	720 80	.....	100 80	.....	250 00
Rock Hill	153	141	58	70	422	358 70	525 00	.....	30 00	555 00	.....	30 00	.....	.....
Hartwood	249	184	38	35	506	430 10	515 00	.....	80 60	595 60	.....	80 60	.....	125 00
County	927	844	310	291	2372	2,016 20	2,150 00	.....	211 40	2,361 40	.....	211 40	1,800 00	375 00
Surry county—														
Guilford	125	107	175	149	556	472 60	350 00	.....	72 50	422 50	.....	72 50	.....	500 00
Cobham	133	111	170	148	562	477 70	405 00	.....	.....	405 00	.....	.....	.....	.....
Blackwater	104	102	118	106	430	365 50	.....	.....	.....	.....	.....	.....	.....	.....
County	362	320	463	403	1548	1,315 80	755 00	.....	72 50	827 50	.....	72 50	1,350 00	500 00
Sussex county—														
Court House	97	104	207	221	629	534 65	260 00	.....	20 00	280 00	.....	20 00	.....	.....
Stony Creek	90	61	203	215	569	483 65	305 00	.....	93 06	398 06	.....	93 06	.....	200 00
Henry	70	72	88	87	317	269 45	145 25	.....	40 00	185 25	.....	40 00	.....	110 00
Newville	74	102	158	146	480	408 00	.....	.....	.....	.....	.....	.....	.....	.....
Waverly	70	62	60	72	264	224 40	.....	.....	.....	.....	.....	.....	.....	150 00
Wakefield	99	72	101	79	351	298 35	.....	.....	.....	.....	.....	.....	.....	100 00
County	500	473	817	820	2610	2,218 50	710 25	.....	153 06	863 31	.....	153 06	1,500 00	560 00
Tazewell county—														
Clear Fork	526	459	57	52	1094	929 90	1,185 35	345 00	155 00	1,685 35	.....	55 00	.....	363 00
Jeffersonville	569	503	141	113	1326	1,127 10	1,436 72	580 00	262 78	2,279 50	.....	112 78	.....	390 00
Maiden Spring	542	522	91	77	1232	1,047 20	1,334 88	465 00	251 50	2,051 38	.....	107 50	.....	284 00
County	1637	1484	289	242	3652	3,104 20	3,956 95	1,390 00	669 28	6,016 23	.....	275 28	2,268 00	1,037 00

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Warren county—														
South River	229	193	38	28	488	414 80	435 00	.....	22 00	457 00	.....	200 00	.....	800 00
Front Royal	230	214	90	73	607	515 95	475 00	100 00	.....	575 00	.....	.....	.....	1,802 00
Cedarville	267	275	76	70	688	584 80	335 00	50 00	50 00	435 00	.....	.....	.....	800 00
Fork	150	114	7	18	289	245 65	250 00	.....	34 00	284 00	.....	.....	.....	200 00
County	876	796	211	189	2072	1,761 20	1,495 00	150 00	106 00	1,751 00	.....	200 00	2,000 00	3,602 00
Warwick county—														
Newport	39	42	71	66	218	185 30	250 00	.....	36 00	286 00	.....	36 00	.....	380 00
Denbigh	32	22	40	41	135	114 75	250 00	.....	90 00	340 00	.....	90 00	.....	223 75
Stanley	20	36	62	64	182	154 70	300 00	.....	200 00	500 00	100 00	200 00	.....	337 24
County—	91	100	173	171	535	454 75	800 00	.....	326 00	1,126 00	100 00	326 00	.....	940 99
Washington county—														
Goodson	649	610	133	153	1545	1,313 25	1,665 00	250 00	46 20	1,961 20	.....	.....	.....	.....
Abingdon	452	440	114	136	1142	970 70	1,224 00	150 00	.....	1,374 00	.....	.....	.....	.....
Glade Spring	572	550	84	110	1316	1,118 60	1,425 00	200 00	51 55	1,676 55	1,500 00	.....	.....	.....
Saltville	510	457	100	103	1170	994 50	1 266 00	150 00	177 00	1,593 00	.....	.....	.....	.....
North Fork	419	376	25	20	840	714 00	909 00	155 00	48 90	1,112 90	500 00	.....	.....	.....
Kinderhook	515	451	16	18	1000	850 00	895 00	.....	42 00	937 00	.....	.....	.....	.....
County—	3117	2884	472	540	7013	5,961 05	7,384 00	905 00	365 65	8,654 65	2,000 00	.....	.....	.....
Westmoreland county—														
Cople	237	176	396	361	1170	994 50	1,038 08	.....	.....	1,038 08	.....	.....	.....	1,000 00
Montross	181	178	164	146	669	568 65	594 07	.....	.....	594 07	.....	.....	.....	625 00
Washington	199	202	161	157	719	611 15	637 93	.....	.....	637 93	.....	.....	.....	525 00
County—	617	556	721	664	2558	2,174 30	2,270 08	.....	.....	2,270 08	.....	.....	1 m. on $	2,150 00
Wise county—														
Richmond	172	168	3	3	346	294 10	405 00	.....	259 87	664 87	.....	.....	.....	259 87
Gladeville	293	242	1	1	537	456 45	650 00	.....	277 70	927 70	.....	.....	.....	277 70
Robinson	194	192	1	2	369	313 65	395 00	.....	122 97	517 97	.....	.....	.....	122 97
Walker	264	235	.....	.....	499	424 15	443 00	.....	.....	443 00	.....	.....	.....	100 00
Lipps	167	161	8	8	344	292 40	494 00	.....	103 25	597 25	.....	.....	.....	150 25
County—	1090	978	13	14	2095	1,780 75	2.387 00	.....	763 79	3,150 79	.....	.....	.....	910 79
Wythe county—														
Fort Chiswell	475	429	163	161	1228	1,011 73	1,110 00	850 00	1,452 00	3,412 00	.....	32 00	.....	2,700 00
Black Lick	607	547	93	112	1359	1,076 83	1,260 00	485 00	535 00	2,280 00	.....	50 00	.....	2,500 00
Speedwell	621	498	127	90	1336	1,245 99	1,513 15	213 50	410 00	2,136 65	.....	50 00	.....	3,300 00
County	1703	1474	383	363	3923	3,334 55	3,883 15	1,548 50	2,397 00	7,828 65	.....	132 00	3,200 00	8.500 00
York county—														
Bruton	41	40	204	171	456	387 60	375 00	.....	.....	375 00	.....	.....	.....	200 00
Nelson	43	39	299	303	685	582 25	421 50	.....	107 91	529 41	41 87	107 91	.....	250 00
Grafton	181	158	104	112	555	471 75	441 50	.....	.....	441 50	.....	15 00	.....	175 00
Poquosin	190	214	162	110	676	574 60	439 39	.....	.....	439 39	.....	.....	.....	221 00
County	455	451	769	697	2372	2,016 20	1,677 39	.....	107 91	1,785 30	41 87	122 91	1.000 00	846 00
	118729	110,879	77,523	74,131	411104	345,517 00	389,416 72	45,233 91	111,176 35	545,826 98	189,680 36	24,812 07	155,741 74	174,590 98

NOTE.—The State school money was apportioned to the counties and cities of the State in the ratio of their school population, giving 85 cents for each person between 5 and 21 years old. Northampton county, however, received only 20 cents for each person of school age, because more than this amount was not needed. Portsmouth city, having no public schools in operation during the year, received nothing.

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Table No. 3.

COUNTIES AND CITIES.	SCHOOLS.			PUPILS.							
		Number yet needed.			Number studying						
	Number opened.	Average 20 pupils.	Average 15 pupils.	Number enrolled.	Spelling.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Other branches.
Accomac	32	24	1	1956	1856	1199	916	746	226	325	21
Albemarle	57	33	16	2268	1935	1531	1247	947	357	446	52
Alexandria	5	.....	1	333	332	256	217	116	29	106	6
Alexandria city	6	.....	.....	1109	1109	923	948	723	389	485	.....
Alleghany	13	.....	11	478	456	346	307	188	105	73	25
Amelia	24	13	.....	1068	849	739	536	399	187	250	38
Amherst	34	24	11	1054	940	766	538	390	330	283	38
Appomattox	19	6	5	859	821	656	483	354	177	213	17
Augusta	88	36	10	3553	3360	2900	2497	2026	695	749	116
Bath	4	8	4	129	129	99	83	70	24	24	1
Bedford	49	45	3	2065	1975	1700	1029	908	474	436	101
Bland	17	14	1	704	621	510	243	206	156	70	11
Botetourt	40	13	14	1747	1547	1046	1075	823	690	724	130
Brunswick	25	21	12	1089	1099	696	522	335	213	208	63
Buchanan	17	7	2	618	599	97	44	21	7	.....	.....
Buckingham	41	47	7	1522	1427	1057	610	397	237	199	28
Campbell	31	23	4	1268	1132	975	598	560	320	329	32
Caroline	33	22	2	1580	1333	1098	657	538	261	415	19
Carroll	37	20	8	1779	1332	1008	715	715	548	260	14
Charles City	12	1	4	562	546	417	274	225	125	156	4
Charlotte	36	34	20	1554	1446	1136	712	491	214	245	6
Chesterfield	34	30	20	1851	1704	1487	1063	896	403	628	86
Clarke	16	3	.....	810	791	604	431	397	138	206	32
Craig	13	.....	19	441	393	267	193	155	75	46	13
Culpeper	30	8	9	1245	1112	888	782	546	393	380	94
Cumberland	19	13	7	756	733	467	355	278	150	170	59
Dinwiddie	30	9	2	1316	1279	786	437	361	183	192	10
Elizabeth City	11	3	.....	649	642	589	457	398	182	337	39
Essex	23	16	27	971	905	672	400	381	134	146	80
Fairfax	41	8	.....	1432	1432	1285	810	608	430	447	69
Fauquier	51	5	3	2001	1921	1527	1267	836	424	430	89
Floyd	33	16	10	1804	1804	1149	721	403	203	83	8
Fluvanna	37	10	3	1536	1440	1017	669	563	278	294	44
Franklin	36	87	.....	1584	1492	979	743	494	263	149	26
Frederick	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Giles	30	.....	3	1092	1059	689	476	412	254	239	61
Gloucester	25	11	2	936	917	698	576	465	234	285	56
Goochland	23	9	5	985	898	678	447	341	172	191	21
Grayson	42	6	3	2406	2081	1303	751	556	284	112	12
Greene	16	6	1	553	589	411	331	253	125	121	17
Greensville	5	21	7	160	153	99	69	44	20	21	1
Halifax	47	38	13	2230	2230	1410	910	603	281	276	55
Hanover	44	13	12	1774	1781	1411	1037	832	358	524	8
Henrico	33	11	2	1288	1079	959	774	616	286	400	25
Henry	29	19	6	1460	1460	818	510	302	131	69	8
Highland	15	7	7	448	420	315	227	173	82	41	14
Isle of Wight	25	14	.....	928	810	652	515	385	210	203	69
James City	11	2	1	361	344	261	198	159	73	85	23
King & Queen	19	11	.....	890	860	674	449	319	159	162	18
King George	17	.....	.....	702	586	590	402	332	105	182	17
King William	15	8	4	647	600	456	385	284	159	217	8
Lancaster	15	1	5	718	615	562	376	302	125	169	21
Lee	57	11	12	3209	2410	1528	894	613	299	125	16
Loudoun	55	17	9	2760	2531	2487	2021	1823	724	1121	235
Louisa	36	21	8	1702	1561	1035	688	466	259	283	30

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TABLE No. 3—(*Continued.*)

COUNTIES AND CITIES.	SCHOOLS.			PUPILS.							
		Number yet needed.			Number studying.						
	Number opened.	Average 20 pupils.	Average 15 pupils.	Number enrolled.	Spelling.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Other branches.
Lunenburg	23	24	24	952	871	691	619	400	208	225	25
Lynchburg city	9	.....	.....	718	643	640	497	479	147	300	.....
Madison	25	9	2	1015	836	642	447	374	162	129	30
Mathews	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mecklenburg	42	29	5	2123	1752	1298	815	543	256	238	24
Middlesex	11	2	3	597	580	488	439	324	119	164	.....
Montgomery	35	13	6	1579	1555	1246	880	711	361	380	34
Nansemond	28	9	10	791	748	607	513	448	224	238	123
Nelson	40	17	20	1501	1460	1084	694	566	222	324	33
New Kent	11	7	.....	420	401	364	284	228	119	167	17
Norfolk	30	14	8	1244	1294	777	631	513	327	308	91
Norfolk city	4	.....	.....	865	865	750	605	700	550	605	430
Northampton	9	22	.....	254	.....	.....	.....	.....	.....	.....	.....
Northumberland	12	15	9	557	535	450	366	295	124	207	24
Nottoway	20	7	3	710	606	555	373	283	161	155	25
Orange	26	7	7	1033	1008	872	579	455	197	300	68
Page	25	17	7	1129	1131	864	753	528	168	145	16
Patrick	25	.....	.....	1096	932	525	323	209	80	37	2
Pittsylvania	50	.....	.....	2746	2593	1819	1205	837	366	409	40
Petersburg city	8	.....	.....	2760	2760	2760	1000	2760	650	900	80
Portsmouth city	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Powhatan	15	2	4	523	476	396	242	205	99	109	11
Prince Edward	22	9	9	849	792	642	492	405	233	254	44
Prince George	13	8	5	437	372	294	226	184	73	116	7
Princess Anne	15	11	1	1055	922	626	308	385	150	285	.....
Prince William	21	10	7	864	755	649	479	375	123	191	58
Pulaski	16	11	5	818	765	539	339	316	159	132	31
Rappahannock	21	1	3	800	800	518	432	314	134	129	77
Richmond	11	.....	.....	600	584	551	333	203	132	189	69
Richmond city	73	.....	.....	3156	2700	2500	1800	2200	1140	1300	40
Roanoke	23	14	4	1113	1103	855	699	539	188	208	15
Rockbridge	54	21	11	2191	2062	1706	1358	1020	395	457	66
Rockingham	86	21	11	3563	2679	2500	2194	1594	514	493	119
Russell	38	20	7	1877	1700	1035	622	464	309	162	30
Scott	44	29	3	2150	2089	967	390	418	308	110	17
Shenandoah	39	20	4	2301	1938	1645	1546	1121	416	370	147
Smyth	36	11	3	1589	1348	1120	776	520	338	150	32
Southampton	31	10	9	1237	1183	980	586	514	184	285	32
Spotsylvania	49	2	12	1111	1137	912	632	514	188	296	33
Stafford	18	2	3	782	746	637	499	391	153	178	21
Surry	9	11	11	292	246	161	88	65	32	38	24
Sussex	8	4	9	239	239	118	90	75	41	50	1
Tazewell	50	.....	.....	1829	1628	1209	694	477	349	217	80
Warren	12	11	8	561	466	452	347	284	96	109	4
Warwick	7	.....	.....	235	228	167	112	102	43	57	.....
Washington	68	15	9	2735	2393	1773	1171	958	511	405	103
Westmoreland	20	.....	.....	860	678	586	388	302	119	156	14
Wise	25	3	6	1081	970	386	186	144	93	21	.....
Wythe	33	16	4	1798	1626	1248	977	768	470	321	106
York	16	3	.....	709	627	534	350	248	82	121	37
	2864	1282	588	128,288	117,298	90,046	63,994	52,532	24,873	26,470	4365

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Table No. 4.

COUNTIES AND CITIES.	COUNTY SUPERINTENDENTS.								VISITS TO THE SCHOOLS.		
	Estimated No. of days officially employed.	Ertimated No. of miles traveled.	Estimated amount of incidental expenses incurred in discharging official duties.	Estimated No. of official letters written.	Number of teachers examined.	Number of teachers licensed.	Number of public addresses made.	Number of county meetings of trustees held during the year.	By Co. Superintendent.	By Trustees.	By others.
Accomac	28	400	$ 18 00	250	37	33	1	1	32	71	110
Albemarle	100	750	75 00	150	97	72	4	4	30	60	176
Alexandria	10	54	20 00	50	12	12	1	2	11	20	33
Alexandria city	46	1100	275 00	600	66	61	1	12	122	49	189
Alleghany	40	400	50 00	200	28	28	.....	1	7	7	32
Amelia	38	100	6 00	200	47	39	.....	2	4	33	52
Amherst	125	1000	75 00	100	38	36	10	1	45	29	.....
Appomattox	47	350	37 00	50	27	24	1	2	35	23	1
Augusta	100	575	62 02	450	63	52	.....	4	66	57	140
Bath	93	800	35 00	150	27	23	8	4	2	9	15
Bedford	194	250	25 00	250	60	50	4	2	7	49	86
Bland	35	200	12 00	100	21	18	4	2	17	48	49
Botetourt	93	1200	78 00	151	64	45	18	12	122	83	67
Brunswick	80	900	75 00	150	27	25	32	8	44	75	206
Buchanan	.....	.....	.....	.....	.....	.....	.....	.....	5	7	7
Buckingham	130	500	90 00	300	85	83	1	8	7	63	78
Campbell	285	.....	75 00	350	116	90	10	.....	.....	32	8
Caroline	90	500	40 00	400	43	33	2	1	6	45	31
Carroll	225	450	50 00	160	75	52	26	1	28	73	186
Charles City	50	400	3 00	.....	15	12	2	2	23	23	7
Charlotte	120	500	10 00	200	43	38	30	2	46	51	88
Chesterfield	190	1800	50 00	300	56	50	66	1	122	63	.....
Clarke	78	569	18 50	200	18	18	20	1	33	24	69
Craig	40	400	50 00	200	28	28	.....	1	3	18	8
Culpeper	100	800	100 00	.....	41	33	3	2	13	39	61
Cumberland	160	1360	95 00	120	33	30	10	1	41	72	67
Dinwiddie	90	650	.....	100	35	32	27	1	28	18	109
Elizabeth City	50	300	20 00	40	25	19	.....	1	31	5	33
Essex	150	430	162 00	57	40	31	3	2	84	76	88
Fairfax	.....	.....	50 00	105	50	46	2	1	1	27	126
Fauquier	125	800	20 00	300	60	53	.....	1	30	45	43
Floyd	42	112	90 25	150	51	36	6	2	11	96	92
Fluvanna	131	.....	35 00	312	47	41	10	8	43	97	182
Franklin	150	330	17 63	56	49	41	.....	1	12	77	35
Frederick	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Giles	45	448	61 00	70	60	55	.....	2	8	63	18
Gloucester	100	500	7 00	30	35	35	4	3	23	11	27
Goochland	40	600	30 00	150	33	31	34	2	32	35	24
Grayson	100	2000	100 00	1000	58	48	20	5	44	32	86
Greene	.....	.....	.....	.....	20	16	1	2	3	26	47
Greensville	50	151	12 00	75	5	5	.....	3	4	9	4
Halifax	168	1541	116 20	302	54	49	.....	2	43	130	142
Hanover	200	2500	175 00	250	46	44	8	2	126	77	242
Henrico	200	600	50 00	200	100	85	2	2	46	108	107
Henry	150	1500	100 00	200	40	33	4	2	46	47	51
Highland	60	500	20 00	.....	19	15	5	2	15	18	10
Isle of Wight	40	400	100 00	300	29	26	3	7	25	85	3
James City	30	500	15 00	40	17	15	1	2	11	7	11
King & Queen	.....	.....	.....	.....	.....	.....	.....	.....	19	33	33
King George	275	720	120 00	275	33	39	2	.....	21	60	98
King William	30	500	25 00	150	18	16	2	1	1	10	.....
Lancaster	80	400	80 00	200	33	27	6	2	5	49	35
Lee	290	206	5 00	200	68	63	17	4	8	71	229
Loudoun	100	350	50 00	100	95	60	1	1	64	131	51
Louisa	176	1320	15 00	165	34	39	8	2	37	.....	.....

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TABLE No. 4—(*Continued.*)

COUNTIES AND CITIES.	COUNTY SUPERINTENDENTS.								VISITS TO THE SCHOOLS.		
	Estimated No. of days officially employed.	Estimated No. of miles traveled.	Estimated amount of incidental expenses incurred in discharging official duties.	Estimated number of official letters written.	Number of teachers examined.	Number of teachers licensed.	Number of public addresses made.	Number of county meetings of trustees held during the year.	By Co. Superintendent.	By Trustees.	By others.
Lunenburg	.....	.....	.....	.....	.....	.....	.....	.....	39	98	286
Madison	250	1000	200 00	500	30	25	4	4	20	40	29
Mathews	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mecklenburg	.....	.....	.....	.....	47	44	1	1	73	91	250
Middlesex	100	400	50 00	75	33	30	4	1	22	20	7
Montgomery	150	60	30 00	200	50	46	.....	1	3	21	4
Nansemond	21	348	42 77	77	5	29	.....	1	.....	11	66
Nelson	200	1600	75 00	400	51	44	31	1	72	113	373
New Kent	50	400	3 00	.....	12	12	1	2	21	22	28
Norfolk county	120	1000	100 00	80	35	30	3	2	55	40	29
Norfolk city	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Northampton	22	200	10 00	25	19	18	.....	1	.....	.....	.....
Northumberland	80	400	80 00	200	33	27	6	2	12	12	27
Nottoway	125	600	75 00	150	30	25	4	1	53	47	75
Orange	150	1200	40 00	100	36	31	17	2	24	47	92
Page	.....	.....	.....	.....	.....	.....	.....	.....	18	57	104
Patrick	30	400	10 00	50	40	35	15	6	17	45	135
Pittsylvania	80	1000	200 00	527	59	54	.....	1	33	58	184
Petersburg	.....	.....	.....	.....	35	26	.....	25	.....	.....	.....
Portsmouth	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Powhatan	50	350	25 00	250	15	15	3	1	27	21	93
Prince Edward	42	367	15 00	150	35	34	8	2	22	40	11
Prince George	90	1200	20 00	90	25	20	2	1	31	44	21
Princess Anne	75	1000	50 00	.....	22	17	....	3	32	32	42
Prince William	25	200	40 00	200	24	22	4	5	16	62	137
Pulaski	30	786	21 50	32	18	17	3	26	11	29	.....
Rappahannock	.....	300	.....	.....	26	26	.....	1	3	23	48
Richmond county	28	350	.....	75	15	9	6	2	1	10	.....
Richmond city	300	400	.....	1000	180	78	.....	.....	400	200	.....
Roanoke	90	200	50 00	175	32	24	.....	3	21	38	78
Rockbridge	85	550	175 00	150	64	60	5	10	43	84	.....
Rockingham	175	900	48 00	200	108	94	30	3	40	130	168
Russell	200	1500	.....	100	50	40	12	1	33	48	136
Scott	100	110	5 00	10	55	45	2	2	9	103	191
Shenandoah	120	942	100 00	300	94	60	21	2	29	46	77
Smyth	120	600	45 00	250	41	39	6	2	100	57	121
Southampton	50	750	225 00	600	39	33	4	3	31	55	177
Spotsylvania	200	700	20 00	300	49	49	.....	1	52	5	36
Stafford	.....	.....	.....	.....	.....	.....	.....	.....	18	31	118
Surry	60	600	20 00	60	14	13	.....	1	11	11	17
Sussex	60	350	15 00	100	9	8	.....	2	5	5	11
Tazewell	250	620	45 00	156	60	56	49	3	41	1	38
Warren	.....	.....	.....	.....	.....	.....	.....	.....	10	20	10
Warwick	20	100	20 00	10	12	7	.....	1	6	17	.....
Washington	160	2000	25 00	150	76	71	.....	2	82	140	206
Westmoreland	28	400	.....	60	25	20	9	3	14	.....	.....
Wise	250	1200	50 00	50	56	45	.....	1	9	17	20
Wythe	265	300	50 00	300	46	42	10	3	17	24	47
York	20	400	20 00	40	18	17	1	1	23	14	3
	9,600	58,449	$4900 87	17,100	4044	3396	680	276	3291	4599	6967

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APPROPRIATIONS FROM THE PEABODY FUND.

STAUNTON, VA., DEC. 19, 1871.

Rev. W. H. RUFFNER—

Dear Sir:—

During the school year October 1870—October 1871, the appropriations from the Peabody Fund to the State of Virginia were as follows:

Richmond, public schools	$2,000	Fincastle, public schools	$300
" normal "	1,000	Lexington, "	300
" (colored),	800	" (colored), public schools	200
Petersburg, public schools	2,000	Manassas, "	300
Alexandria, "	1,000	Buchanan, "	300
Norfolk, "	1,000	Falls Church, "	300
" (colored), "	500	Etrick (near Richmond), "	300
Portsmouth, "	1,000	Louisa C. H. (colored), public schools	200
Lynchburg, "	1,000	Butler school, near Hampton (colored),	200
Staunton, "	1,000	Hampton Normal school	800
Manchester, "	700	Hollins' Institute, normal department	500
Wytheville, "	650	Dr. Broaddus for orphans, normal pupils,	300
Danville, "	600	Teachers' institutes	500
Edinburg, "	450	Journal of education	200
Woodstock, "	300		
Strasburg, "	300		$19,000

I do not know the exact date of the year of some of these schools, especially at Falls Church, Danville and Louisa Courthouse. * * The present year we shall give over $30,000 to Virginia.

Yours, truly,

(Signed), B. SEARS.

INDIGENT CHILDREN.

The following list gives the number of indigent children in the counties named, who were furnished with school books at public expense:—

Appomattox, 97; Botetourt, 86; Buchanan, 25, Buckingham, 44; Campbell, 15; Caroline, 150; Carroll, 74; Dinwiddie, 3; Elizabeth City, 9; Essex, 75; Floyd, 51; Hanover, 34; Isle of Wight, 20; King William, 3; Louisa, 51; Lynchburg, 50; Northumberland, 13; Nottoway, 70; Petersburg, 690; Powhatan, 96; Prince Edward, 38; Southampton, 18; Wise, 8; Wythe, 70. Total, 1,790. From the other counties we have received no reports on this subject.

SCHOOL HOUSES.

No reports on this subject have been received from Fairfax, Fluvanna, Frederick, Mathews, Page, Richmond and Warren counties. The whole number of school houses used during the year in the other counties and in the cities was 3.036, of which 1,725 were log, 988 frame, 170 brick, and 21 stone; 300 were provided with outhouses, 2,089 had suitable grounds, 702 contained good furniture, 147 were furnished with wall maps, 91 with globes, 87 with reading charts, 27 with arithmetical charts, 1,063 with blackboards, 2,067 were comfortable, and 452 were unfit for use. Of the whole number used 190 were owned by the districts. The rest were either rented or furnished free of charge.

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Table No. 5,

GIVING STATISTICS OF PRIVATE SCHOOLS FOR 1870-'71.

COUNTIES AND CITIES.	Schools.		Teachers.		Pupils Enrolled.		Average attendance.		Monthly cost of tuition per pupil.		Average number of months taught.
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Primary.	Classical.	
Accomac	7	...	8	...	145	.....	18	.....	$1 47	$	8.
Albemarle	56	8	58	6	845	250	601	200	2 00	5 00	9.50
Alexandria county	1	...	1	...	25	.....	20	.....	.. ...	1 33	10.
Alexandria city	22	6	60	5	859	393	719	251	.. 78	2 96	8.75
Alleghany	7	...	7	...	222	.....	116	.....	1 45	.. ...	5.
Amelia	2	...	2	...	45	.....	.....	.....	1 50	4 00	9.
Amherst	18	3	18	3	340	75	250	50	1 00	3 00	4.
Appomattox	13	6	20	1	507	294	313	175	1 04	.. ...	4.95
Augusta	10	1	10	1	178	.....	151	.....	1 96	2 75	6.10
Bath	8	...	8	...	121	...	96	.....	2 00	2 50	8.33
Bedford	6	...	14	...	225	...	182	.....	2 50	4 67	7.
Bland	4	...	4	...	120	...	99	.....	.. ...	.. ...	3.
Botetourt	12	2	14	...	272	74	193	64	1 90	3 50	4.50
Brunswick	6	...	6	...	61	.....	47	.....	3 14	5 00	8.16
Buchanan*	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Buckingham	16	...	16	...	170	.....	135	.....	2 00	4 00	8.
Campbell (including Lynchburg),	9	1	10	1	180	20	98	13	4 00	5 50	8.50
Caroline	12	...	15	...	113	.....	80	.....	4 00	8 00	7.
Carroll	3	...	3	...	56	.....	39	.....	1 50	.. ...	2.
Charles City	9	...	9	...	32	.....	32	.....	2 00	5 00	
Charlotte	20	...	20	...	68	.....	42	.....	3 00	4 00	7.
Chesterfield	7	...	7	...	135	.....	100	.....	1 25	4 00	7.
Clarke	8	...	8	...	98	.....	71	.....	2 50	4 50	10.
Craig	4	...	4	...	115	.....	78	.....	1 30	.. ...	2.25
Culpeper	7	...	7	...	181	.....	145	.....	1 75	4 81	8.
Cumberland	9	...	9	...	71	.....	58	.....	1 56	3 44	7.33
Dinwiddie*	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Elizabeth City	3	3	3	3	50	85	40	45	2 00	3 00	6,
Essex	8	...	10	...	71	.....	64	.....	2 81	4 00	9.
Fairfax	29	13	39	5	1,024	397	769	245	.. ...	.. ...	5.
Fauquier	7	...	12	...	163	.....	135	.....	2 50	5 00	9.
Floyd	9	...	10	...	197	.....	15	.....	1 56	2 50	4 66
Fluvanna†	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Franklin	7	...	7	...	162	.....	17	.....	1 25	3 00	5.
Frederick†	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Giles†	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Gloucester	15	3	15	3	225	95	175	75	1 50	2 50	3.50
Goochland	1	...	1	...	18	.....	18	.....	.. ...	2 34	10.
Grayson*	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Greene	5	1	5	1	20	25	15	20	1 50	3 50	10.
Greensville	8	...	8	...	68	.....	56	.....	2 50	3 00	10.
Halifax	30	4	37	1	438	210	339	150	2 61	4 66	8.
Hanover	4	...	6	...	71	.....	65	.....	3 25	6 25	9.
Henrico	23	10	30	6	821	467	497	295	3 25	.. ...	4.50
Henry	8	...	8	...	125	.....	100	.....	2 25	3 50	7.
Highland	3	...	3	...	56	.....	50	.....	1 75	2 50	6.66
Isle of Wight	3	...	3	...	80	.....	20	.....	2 00	3 00	10.
James City	4	...	8	...	130	.....	.....	.....	.. ...	.. ...	9.
King & Queen	8	...	8	...	70	.....	56	.....	2 00	2 66	9.
King George	10	...	10	...	89	.....	.....	.....	1 67	.. ...	5.
King William†	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Lancaster	4	...	4	...	100	.....	169	.....	2 03	.. ...	5.

*No private schools. †No report.

Note.—The statistics in the above table were collected with great difficulty, and in some cases are mere estimates.

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TABLE No. 5—(*Continued.*)

COUNTIES AND CITIES.	Schools.		Teachers.		Pupils Enrolled.		Average attendance.		Monthly cost of tuition per pupil.		Average number of months taught.
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.	Primary.	Classical.	
Lee†	...	...	...	...	.....	.....	.....	.....	$	$	
Loudoun	9	...	20	...	345	.....	37	.....	2 66	5 54	9.80
Louisa	14	...	14	...	168	.....	125	.....	2 00	7 50	9.
Lunenburg	5	1	5	1	50	25	8	10	1 50	2 50	5.
Madison	10	1	13	...	200	60	150	50	1 50	4 00	10.
Mathews†	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Mecklenburg	14	...	17	...	233	.....	137	.....	2 24	3 28	7.
Middlesex	3	...	3	...	59	.....	48	.....	2 75	3 68	9.
Montgomery	4	...	8	...	131	.....	115	.....	3 48	4 99	8.
Nansemond	7	...	10	...	231	.....	189	.....	2 00	5 00	10.
Nelson	16	...	22	...	166	.....	151	.....	4 00	7 00	7.25
New Kent	3	...	3	...	38	.....	31	.....	.. 75	2 50	4.
Norfolk county	5	1	6	...	116	31	96	14	1 75	.. ...	9.
Norfolk city	19	...	30	...	505	.....	411	.....	2 50	5 75	10.
Northampton	13	3	14	2	239	175	195	45	1 10	.. ...	11.
Northumberland	5	3	5	3	120	224	15	28	1 56	3 00	8.
Nottoway	7	...	7	...	50	.....	40	.....	2 00	2 50	5.
Orange	10	...	10	...	110	.....	85	.....	1 75	3 50	7.80
Page†	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Patrick†	...	...	...	...	.....	.....	.....	.....	.. .	.. ...	
Petersburg	12	2	26	4	500	200	400	150	3 00	6 00	9.
Pittsylvania	26	3	40	...	803	260	599	140	1 50	2 50	9.
Powhatan	6	1	5	1	64	25	47	20	2 50	3 00	9.
Prince Edward	10	1	11	1	145	23	118	20	2 50	3 50	8.
Prince George	9	1	9	1	.....	.....	.....	.....	2 00	2 00	5.50
Princess Anne	12	...	12	...	217	.....	182	.....	1 00	.. ...	9.
Prince William	9	1	10	1	124	30	92	25	1 50	3 50	5.61
Pulaski	9	1	9	1	175	25	146	20	4 04	4 04	8.50
Rappahannock	5	...	6	...	96	.....	64	.....	3 27	3 25	10
Richmond county	16	1	16	1	200	30	.....	.....	.. ...	.. ...	
Richmond city	140	5	160	5	4,243	150	.....	.....	.. ...	.. ...	9.
Roanoke	8	...	27	...	434	.....	307	.....	3 16	5 00	8.50
Rockbridge	12	1	13	2	160	75	125	50	1 50	3 00	7.
Rockingham county	24	...	28	...	480	.....	373	.....	1 95	3 60	6.
Russell*	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Scott	18	1	18	1	555	20	329	15	1 05	.. ...	3.71
Shenandoah	14	...	18	...	519	.....	395	.....	1 00	2 50	4.
Smyth	5	...	5	...	190	.....	145	.....	1 50	2 00	7.50
Southampton	9	...	9	...	125	.....	67	.....	2 00	3 00	8.
Spotsylvania	28	...	29	...	464	.....	375	.....	2 50	5 00	9.75
Stafford	3	...	3	...	33	.....	7	.....	1 00	2 50	4.
Surry	4	...	5	...	66	.....	.....	.....	2 00	2 00	9.
Sussex	14	...	14	...	112	.....	75	.....	2 00	3 00	10.
Tazewell	10	...	10	...	230	.....	170	.....	1 25	3 50	3.50
Warren	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Warwick*	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Washington	4	...	6	...	.....	.....	30	.....	.. ...	.. ...	5.
Westmoreland	13	5	13	5	170	120	.....	.....	.. ...	.. ...	
Wise*	...	...	...	...	.....	.....	.....	.....	.. ...	.. ...	
Wythe	12	4	14	4	150	100	120	90	2 00	3 50	8.
York	1	...	1	...	13	.....	10	.....	2 00	.. ...	5.
Totals	1,002	97	1,269	69	22,190	3,758	12,232	2,260	$2 05	$3 77	7.29

* No private schools. †No report.

Note.—The statistics in the above table were collected with great difficulty, and in some cases are mere estimates.

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TEXT BOOKS, ETC.

The Board of Education, between the 8th day of February and the 5th day of June, 1871, adopted the following text books and other articles for the use of the public schools of the State, allowing the local school authorities to decide which of the two series of Spellers, Readers, Arithmetics, Grammars, Geographies and Dictionaries should be used in the schools of their respective counties:—

Spellers—Holmes's and McGuffey's.
Arithmetics—Davies' and Venable's.
Geographies—Guyot's and Maury's.
History of United States—Holmes's.
Wall Maps—Guyot's.
Numeral Frames—Bancroft's.
Numerical Charts—Walton and Cogswell's.
Readers—Holmes's and McGuffey's.
Grammars—Bullions's and Harvey's.
Writing Books—Spencerian system.
Dictionaries—Webster's and Worcester's.
Terrestrial Globes—Schedler's.
Numerical Tables—Walton's
School and Family Charts—Willson and Calkins's

The Board also recommended for the use of the schools the slates offered by Geo. L. Bidgood, of Richmond, and the chalk crayons offered by J. A. Bancroft & Co., of Philadelphia.

Below will be found the result of the action of the school authorities with regard to the adoption of text books for the schools of their counties:—

Bath, Brunswick, Buchanan, Cumberland, Elizabeth City, Fauquier, Giles, Lee, Loudoun, Norfolk county, Pittsylvania, Powhatan, Princess Anne, Prince William, Smyth and Washington adopted Holmes's Spellers and Readers, Venable's Arithmetics, Maury's Geographies and Harvey's Grammars.

Albemarle, Alleghany, Amelia, Amherst, Appomattox, Bedford, Bland, Buckingham, Campbell, Caroline, Charlotte, Chesterfield, Clarke, Culpeper, Dinwiddie, Fluvanna, Frederick, Gloucester, Goochland, Grayson, Greene, Halifax, Hanover, Henry, King & Queen, King George, Lancaster, Louisa, Lynchburg, Madison, Mecklenburg, Middlesex, Nansemond, Nelson, New Kent, Northampton, Northumberland, Nottoway, Orange, Prince George, Pulaski, Rappahannock, Rockbridge, Southampton, Spotsylvania, Stafford, Surry and Wythe adopted Holmes's Spellers and Readers, Venable's Arithmetics, Maury's Geographies and Bullions's Grammars.

Fluvanna and Louisa adopted Guyot's Geographies, in addition to Maury's.

Essex, Patrick, Richmond county, and Westmoreland adopted Holmes's Spellers and Readers, Venable's Arithmetics and Maury's Geographies.

Alexandria city, Augusta, Page, Petersburg, and Rockingham adopted McGuffey's Spellers and Readers, Davies' Arithmetics, Harvey's Grammars and Guyot's Geographies.

Alexandria city adopted Maury's Geographies in addition to Guyot's

Highland, Russell, and Sussex adopted McGuffey's Spellers and Readers, Davies' Arithmetics, Bullions's Grammars and Guyot's Geographies.

Scott and Wise adopted Holmes's Spellers, McGuffey's Readers, Davies' Arithmetics, Harvey's Grammars and Maury's Geographies.

Warren adopted Holmes's Spellers, McGuffey's Readers, Davies' Arithmetics, Harvey's Grammars and Guyot's Geographies.

Craig, Floyd, Greensville, Henrico, King William, Prince Edward and Tazewell adopted Holmes's Spellers and Readers, Davies' Arithmetics, Maury's Geographies and Bullion's Grammars.

Accomac, Botetourt, Fairfax and Roanoke adopted Holmes's Spellers and Readers, Davies' Arithmetics, Maury's Geographies and Harvey's Grammars.

Alexandria county, Lunenburg, Montgomery and York adopted McGuffey's Spellers and Readers, Davies' Arithmetics, Maury's Geographies and Harvey's Grammars.

Carroll, Franklin, Isle of Wight and Warwick adopted McGuffey's Spellers and Readers, Davies' Arithmetics, Maury's Geographies and Bullions's Grammars.

Charles City adopted McGuffey's Spellers and Readers, Venable's Arithmetics, Maury's Geographies and Bullions's Grammars.

James City adopted McGuffey's Spellers and Readers, Venable's Arithmetics, Maury's Geographies and Harvey's Grammars.

Shenandoah adopted McGuffey's Spellers and Readers, Venable's Arithmetics, Guyot's Geographies and Harvey's Grammars.

No report from Mathews county.

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SECOND AUDITOR'S OFFICE,
RICHMOND, NOVEMBER 29, 1871.

REV. W. H. RUFFNER,
Superintendent Public Instruction:

The act of July 11, 1870, to establish a uniform system of public free schools having in it a provision that all money belonging to the Literary Fund shall be received into the Treasury on the warrant of the Second Auditor, who shall also be the accountant of said Fund, I have the honor to report the following receipts and disbursements on account of said Fund from the 27th of January to the 31st of August, 1871:

RECEIPTS.

1871—January 27—Of Auditor of Public Accounts for public free schools	$ 6,000
April 1 " " "	105,000
June 1 " " "	170,000
July 20 " " "	81,000
	$362,000

DISBURSEMENTS.

1871—To County Treasurers	$337,585 45
To County Superintendents of Schools	9,999 77
For salaries of Sup't Public Instruction and the clerks in his office	4,221 35
For postage	379 68
For Educational Journal	350 00
For printing	169 93
For stationery	17 20
For miscellaneous expenses	464 70
	$353,188 08
September 1, 1871—Balance in Treasury to the credit of the Literary Fund	8,811 92
	$362,000 00

In the payment of the above salaries there has been deducted from that of the First Clerk forty cents on account of the State tax. The salary of the Superintendent of Public Instruction is payable out of the Treasury, and the amount paid out of the Literary Fund, $2,772 31, (included in the above statement,) has been returned to the Fund since the termination of the scholastic year.

Respectfully submitted,

ASA ROGERS,
Second Auditor.

SUMMARIES.

Amount placed to credit of Literary Fund previous to September 1, 1871,		$362,000 00
Amount apportioned to counties and cities for the payment of teachers,	$345,517 00	
Amount for which warrants were drawn in favor of county and city superintendents	10,452 75	
Expenses of central office, printing, stationery, postage, clerks' salaries	3,093 33	
		359,063 08
Balance, for which warrants have not been given		$ 2,936 92
Estimated yield of State School Fund for the year ending August 31, 1871, (See page 54 of Report of Auditor of Public Accounts.)		$490,343 91
Amount apportioned to counties and cities previous to September 1, 1871, for the payment of teachers	$345,517 00	
Amount yet to be apportioned for this purpose, estimated	118,280 83	
Amounts carried forward	463,797 83	490,343 91

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Amounts brought forward	463,797 83	490,343 91
Amount paid county and city Superintendents of schools previous to September 1, 1871	10,452 75	
Amount yet to be paid county and city Superintendents of schools for the year ending August 31, 1871, estimated	13,000 00	
Amount paid out of school fund previous to September 1, 1871, for expenses of central office, to wit: printing, stationery, postage, clerks' salaries, etc.	3,093 33	
		$490,343 91

Amount apportioned and to be apportioned to cities and counties for the payment of teachers, estimated. (See above.)		$463,797 83
Amount that will be paid teachers, estimated	$350,414 87	
Amount of county Treasurers' commissions on the amount to be paid teachers, estimated	5,256 22	
Balance to be returned to the treasury to be used during the year ending August 31, 1872, estimated	108,126 74	
		$463,797 83

Estimated yield of State Fund for the year ending August 31, 1871	$490,343 91
Amount that will probably not be used for expenses during the year ending August 31, 1871	108,126 74
Leaving the whole cost of the public free schools to the State, for the year ending August 31, 1871	$382,217 17

Amount of school fund of the State used and to be used for the payment of teachers during the year	$350,414 87
Amount appropriated for the payment of teachers by the cities of Richmond, Petersburg, Norfolk, Lynchburg and Alexandria, and the county of Alexandria	48,844 96
Amount used during the year for the payment of teachers from the Peabody fund, and from private donations	45,233 91
Whole amount paid and to be paid to teachers from all sources for services, during the year ending August 31, 1871	$444,493 74

Entire cost of the system during the year, to the State, for all purposes	$382,217 17
To the cities and counties, for the payment of teachers	48,844 96
To the Peabody fund, and to private donations, for the payment of teachers	45,233 91
To the cities and school districts for expenses of schoolhouses, furniture, fuel, apparatus, text-books for indigent children, pay of clerks of boards of trustees, and all other expenses except the pay of teachers and of county superintendents	111,176 35
Whole cost of the system for the year	$587,472 39

The fact that a large portion of the school taxes remained uncollected at the expiration of the scholastic year, has rendered it impossible to give exact figures in all cases in the above summaries. But it is believed that the estimates given are near the truth. No such trouble as this is apprehended in the future.

NOTE.—Before any school money was collected and paid into the State treasury, the expenses of printing, ruling, etc., amounting to $1,612 95, were paid out of the Printing Fund of the State, and the other office expenses, amounting to about $500, were paid out of the Civil Contingent Fund. The salary of the Superintendent of Public Instruction, from the 5th of March, 1870, to the 1st of September, 1871, and a portion of his traveling expenses, amounting in all to about $3,270 76, have also been paid out of other funds than the School Fund. Hence, to get the cost of the system since the 5th of March, 1870, the sum of these three amounts should be added to the whole cost of the system as given above, making it $592,856 10.

NOTE.—Let it be noted, first, that what is entered by the Second Auditor as paid "To County Treasurers" is entered by us as "amount apportioned to counties and cities for the payment of teachers;" and, second, that many of the drafts on the Second Auditor had not been presented for payment before the end of the scholastic year.

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APPENDIX.

THE LITERARY FUND.

SECOND AUDITOR'S OFFICE OF VIRGINIA,
RICHMOND, *May 2d*, 1871.

To the Board of Education of Virginia:

I have the honor to submit, in response to a resolution of your Board, the following statement, showing the history of the Literary Fund of the State, the sources from which it was derived, and its present condition.

The commencement of the fund was in February 1810, when it was enacted by the Legislature that all escheats, confiscations, fines, penalties and forfeitures, and all rights in personal property accruing to the Commonwealth as derelict, and having no rightful proprietor, shall be appropriated to the encouragement of learning, and the Auditor was directed to open an account, to be designated "The Literary Fund." By an act of February, 1816, an addition was made to the fund of the war debt due to the State from the United States.

By an act of February, 1818, the first appropriation was made to education out of the revenue of the fund. It consisted of $45,000, increased by the year 1861 to $80,000 for the education of free white children, and $15,000 annually for founding and sustaining the University of Virginia. Afterwards, by an act of March 8th, 1842, an annuity of $1,500 was allowed to the Virginia Military Institute. Whatever there was in excess of the appropriation, was invested, as required by act of Assembly, in certificates of, or guaranteed by, this State, or in stocks of banks incorporated by it.

By the Constitution of the State of 1851, one equal moiety of the capitation tax upon white persons was required to be apportioned to purposes of education in primary and free schools; and by an act passed at the session of 1852-'3, the whole of the capitation tax was so applied.

The Constitution of the State, adopted at Alexandria, has the same provision in relation to the capitation tax as the Constitution of 1851.

The present Constitution requires, article 10, section 5, that a capitation tax shall be laid and applied exclusively in aid of public free schools. In article 8, sections 7 and 8, it sets apart the present Literary Funds of the State as a permanent and perpetual Literary Fund, and requires the General Assembly to apply the annual interest on the Literary Fund to public free schools. (See Act of July 11, 1870, section 57.) And in section 2, of article 8, it requires that there shall be a Board of Education, which shall have regulated by law the management and investment of all school funds.

By an ordinance of the Convention of the State, passed on the 26th of June, 1861, the revenues of the fund were appropriated to the military defence of the State.

The amount actually paid to the State under this ordinance was $216,000. The balance of the revenues was realized by the State by the non-collection of interest on the bonds and certificates of debt due by the State. The capitation tax was used by the State under this ordinance. The last payment of it to the fund was in January, 1861.

SOURCES FROM WHICH THE LITERARY FUND WAS DERIVED.

The net amount received from each source is as follows:

United States debt (war of 1812)	$1,210,550 41
United States debt, refunded for payments to revolutionary officers,	74,493 46
Fines, forfeitures and penalties	482,249 21
Surplus revenue	225,792 93
Escheats and derelict estates	66,361 04
Redemption of lands	20,220 04
Proceeds of forfeited and delinquent lands since 1840, inclusive	42,539 27
Bristoe estate	27,569 04
School quotas forfeited	17,802 37
Capitation tax forfeited	1,732 27
Bank of Virginia, profit on sale of additional capital in 1838	2,862 68
Gain on United States 6 per cent. loan	818 18
Amount carried forward	2,172,990 90

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Amount brought forward		2,172,990 90	
Lottery privileges		34 00	
Interest on loan to the Medical College in the Valley of Virginia,		1,400 00	
Arrears of capitation tax for the year 1856 and previous years		78,721 06	
Excess of capitation tax over appropriation		6,760 57	
			$2,259,906 53
Deduct for losses:			
On sales of 600 shares in United States Bank Stock	18,050 00		
Of premium on purchase of $8,000 of stock of the city of Richmond, redeemed July, 1843	420 00		
Reduction of $30 per share in par value of Bank of Virginia Stock under act of March 4th, 1846	63,630 00		
Debt due from J. Preston, lost	58,392 40		
Debt due from P. Smith, lost	649 45		
Copyright on Davis' book on criminal law, unproductive,	12,000 00		
Invested in property of Medical College in the Valley of Virginia, unproductive	6,400 00		
		$159,541 85	
Deduct suspended debts:			
Loans to the University of Virginia, payment of interest suspended by act of 27th January, 1824	180,000 00		
Loan to Richmond Medical College, payment of interest suspended by act of 9th of March, 1850	25,000 00		
Loan to Emory and Henry College, payment of interest suspended by act of 20th March, 1850	18,000 00		
		$223,000 00	
			382,541 85
Total			$1,877,364 68

INVESTMENTS OF THE FUND.

In registered stock of the State of Virginia:			
6 per cent., par value	$882,367 33 cost	$869,355 33	
5 " "	155,200 00 "	155,750 00	
	$1,037,567 33 "		$1,025,105 33
In certificates of debt of the State of Virginia, not registered:			
6 per cent	$74,601 72		
7 "	319,000 00		
			393,601 72
In Old James River Company stock, payment of which is assumed by the State of Virginia:			
6 per cent., par value	$112,500 00 cost		96,950 00
In certificate of debt of the city of Richmond, 6 per cent.			400 00
In loan to Washington College, 6 per cent			2,000 00
In Fairmont, West Virginia, Bank stock:			
100 shares, par value	$50,000 00		50,000 00
In Bank stock, lost by the insolvency of the banks at the termination of the late war:			
In Bank of Virginia stock, 2,121 shares; less $30 per share under act of 4th of March, 1846:			
Par value	$212,100 00 cost	$146,832 57	
In Farmers Bank of Virginia stock:			
1,054 shares, par value	105,400 00 "	102,305 75	
In North-western Bank of Virginia stock:			
500 shares, par value	50,000 00 "	50,000 00	
In Bank of the Valley stock:			
92 shares, par value	9,200 00 "	10,134 00	
			$309,272 32
Total			$1,877,329 37

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INVESTMENTS OF THE FUND.

PRESENT CONDITION.

In registered stock of the State of Virginia:		
6 per cent	$882,367 33	
5 "	155,200 00	
		$1,037,567 33
In certificates of debt of the State of Virginia, not registered:		
6 per cent	74,601 72	
7 "	319,000 00	
		393,601 72
In Old James River Company stock, payment of which is assumed by the State of Virginia:		
6 per cent		112,500 00
Total State debt		$1,543,669 05
In certificate of debt of the city of Richmond, 6 per cent		400 00
In loan to Washington College, 6 "		2,000 00
In Fairmont, West Virginia, Bank stock:		
500 shares, par value		50,000 00
Total		$1,596,069 05

INTEREST.

Statement of Interest on the Investments of the Fund to July 1st, 1871.

	On registered stock:	
On $882,367 33,	6 per cent. from July 1, 1865, to July 1, 1871, 6 years	$317,652 23
155,200 00,	5 " " " " " "	46,560 00
	On certificates of debt:	
319,000 00,	7 per cent. from July 1, 1865, to July 1, 1871, 6 years	133,980 00
74,601 72,	6 " " " " " " "	26,856 60
	On Old James River Company stock, payment assumed by the State:	
112,500 00,	6 per cent. from July 1, 1865, to July 1, 1871, 6 years	40,500 00
$1,543,669 05	Total	$565,548 83
	On certificate of debt of the city of Richmond:	
400 00,	6 per cent. from July 1, 1864, to July 1, 1871, 7 years	168 00
	On loan to Washington College:	
2,000 00,	6 per cent. from 1st January, 1864, to July 1, 1871, 7½ years, paid by the college, and now due by the Commonwealth	900 00
	Fairmont, West Virginia, Bank stock:	
50,000 00,	Dividend unknown	000 0
$1,596,069 05	Total interest	$566,616 83

The interest on the stock and bonds due by the State is calculated from the 1st of July, 1865, because the ordinance of the Convention of July 26th, 1861, appropriated the revenues of the fund to the military defence of the State, and the interest unpaid to that time may be considered as having been retained and so used by the State, but the time to which actual payments of interest have been made on these stocks and bonds is as follows:

On $882,367 33,	6	per cent.	registered stock to 1st July, 1864.
155,200 00,	5	"	" "
112,500 00,	6	"	Old James River stock, 1st July, 1864.
319,000 00,	7	"	unregistered debt of the State to 1st July, 1861.
74,601 72,	6	"	" " "

FINES, &c., AND THE CAPITATION TAX.

The above statement comprises all the means of the fund, except what has been paid into the treasury of the State on account of fines, forfeitures, penalties, escheats, &c., and of the capitation tax since the termination of the war. What has been so paid has been received through the office of the Auditor of Public Accounts.

No payments or receipts of any description have been made since the war on account of the Literary Fund, nor has any interest accrued to the fund on State stock been funded.

The annuities to the University of Virginia and to the Virginia Military Institute, appropriated out of the fund, have been paid from a different source.

Respectfully submitted,

ASA ROGERS,
Second Auditor.

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Table

SHOWING THE POPULATION AND ILLITERACY OF VIRGINIA IN 1870, AND NUMBER OF REGISTERED VOTERS IN 1869.

COUNTY.	Population, 1870.			Registered Voters, 1869.			Illiteracy, 1870.	
	White.	Colored.	Total.	White.	Colored.	Total.	Cannot read 10 and over.	Cannot write 10 and over.
Accomac	12,567	7,842	20,409	2,611	1,715	4,326	8,032	**8,732**
Albemarle	12,550	14,994	27,544	3,063	3,107	6,170	9,834	**10,504**
Alexandria	9,444	7,310	16,754	2,145	2,240	4,385	4,283	**5,388**
Alleghany	3,095	579	3,674	647	117	764	715	**900**
Amelia	3,055	6,823	9,878	645	1,695	2,340	4,346	**4,760**
Amherst	8,184	6,704	14,888	1,857	1,603	3,460	5,762	**5,934**
Appomattox	4,414	4,536	8,950	957	988	1,945	2,226	**2,300**
Augusta	22,026	6,737	28,763	4,553	1,582	6,135	3,993	**4,928**
Bath	2,906	889	3,795	566	139	705	743	**948**
Bedford	14,557	10,770	25,327	3,079	2,351	5,430	7,658	**8,727**
Bland	3,783	217	4,000	766	60	826	636	**1,174**
Botetourt	8,166	3,163	11,329	1,604	721	2,325	1,695	**2,282**
Brunswick	4,525	8,902	13,427	1,001	1,926	2,927	6,629	**6,815**
Buchanan	3,730	47	3,777	491	5	496	1,653	**1,892**
Buckingham	5,660	7,711	13,371	1,216	1,890	3,106	6,011	**6,389**
Campbell	14,041	14,343	28,384	3,366	3,523	6,889	9,804	**10,719**
Caroline	7,077	8,038	15,115	1,582	1,645	3,227	4,858	**5,818**
Carroll	8,819	328	9,147	1,573	72	1,645	1,899	**2,732**
Charles City	1,822	3,153	4,975	417	841	1,258	1,853	**1,886**
Charlotte	4,900	9,613	14,513	1,105	2,267	3,372	6,517	**6,642**
Chesterfield	9,730	8,733	18,463	2,572	2,289	4,861	6,736	**7,870**
Clarke	4,511	2,159	6,670	961	488	1,449	1,933	**2,152**
Craig	2,712	230	2,942	514	47	561	117	**147**
Culpeper	6,058	6,169	12,227	1,305	1,086	2,391	4,066	**4,335**
Cumberland	2,709	5,433	8,142	674	1,503	2,177	3,786	**3,818**
Dinwiddie	13,017	17,664	30,681	3,144	4,952	8,096	11,587	**13,142**
Elizabeth City	2,832	5,471	8,303	483	1,754	2,237	2,308	**3,055**
Essex	3,277	6.650	9,927	743	1,256	1,999	3,921	**4,064**
Fairfax	8,667	4,284	12,951	1 728	1,100	2,828	3,101	**3,873**
Fauquier	11,834	7,856	19,690	2,500	1,550	4,050	6,057	**6,694**
Floyd	8,827	997	9,824	1,507	188	1,695	2,024	**2,749**
Fluvanna	4,778	5,097	9,875	1,007	1,023	2,030	3,438	**3,887**
Franklin	12,268	5,996	18,264	2,446	1,158	3,604	5,781	**6,597**
Frederick	13,863	2,733	16,596	2,687	746	3,433	2,285	**3,024**
Giles	5,272	598	5,870	956	146	1,102	643	**761**
Gloucester	4,782	5,429	10,211	1,086	1,060	2,146	4,473	**4,952**
Goochland	3,711	6,601	10,312	824	1,641	2,465	4,405	**5,063**
Grayson	8,833	754	9,587	1,417	131	1,548	1,652	**2,699**
Greene	3,182	1,452	4,634	622	273	895	1,601	**1,843**
Greensville	2,155	4,207	6,362	406	853	1,259	3,035	**3,139**
Halifax	11,562	16,266	27,828	2,435	3,686	6,121	12,976	**13,846**
Hanover	7,893	8,562	16,455	1,908	1,711	3,619	6,308	**6,962**
Henrico	35,148	31,031	66,179	9,433	9,392	18,825	20,391	**22,737**
Henry	6,722	5.581	12,303	1,157	1,062	2,219	4,965	**5,317**
Highland	3,803	348	4,151	723	75	798	554	**1,017**
Isle of Wight	4,874	3,446	8,320	1,071	743	1,814	3,279	**3,648**
James City	1,985	2,440	4,425	301	605	906	1,437	**1,664**
King & Queen	4,221	5,488	9,709	848	948	1,796	3,683	**4,302**
King George	2,927	2,815	5,742	585	600	1,185	2,124	**2,193**
King William	2,943	4,455	7,398	621	803	1,424	3,098	**3,427**
Lancaster	2,198	3,157	5,355	492	572	1,064	2,175	**2,228**
Lee	12,263	1,005	13,268	1,839	128	1,967	3,537	**5,285**
Loudoun	15,238	5,691	20,929	3,336	1,209	4,545	3,733	**4,894**
Louisa	6,269	10,063	16,332	1,430	1,910	3,340	5,874	**6,170**
Lunenburg	4,344	6,059	10,403	1,233	1,439	2,672	3,763	**4,158**
Madison	4,959	3,711	8,670	970	658	1,628	2,281	**2,577**
Mathews	4,104	2,096	6,200	787	387	1,174	1,522	**1,721**
Mecklenburg	7,162	14,156	21,318	1,608	3,181	4,789	10,205	**10,774**
Middlesex	2,459	2,522	4,981	526	507	1,033	1,694	**1,951**
Montgomery	9,674	2,882	12,555	1,809	654	2,463	2,937	**4,110**
Nansemond	6,059	5,517	11,576	1,273	1,325	2,598	4,490	**5,007**

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COUNTY.	Population, 1870.			Registered Voters, 1869.			Illiteracy, 1870.	
	White.	Colored.	Total.	White.	Colored.	Total.	Cannot read 10 and over.	Cannot write 10 and over.
Nelson	7,586	6,312	13,898	1,626	1,466	3,092	4,954	5,336
New Kent	2,005	2,361	4,366	533	592	1,125	1,577	1,807
Norfolk	24,380	22,320	46,700	5,239	5,980	11,219	14,022	16,954
Northampton	3,198	4,848	8,046	701	1,216	1,917	3,619	3,938
Northumberland	3,808	3,054	6,862	852	538	1,390	2,698	3,129
Nottoway	2,241	7,050	9,291	581	1,566	2,147	4,569	4,713
Orange	4,938	5,458	10,396	1,154	1,177	2,331	3,205	3,226
Page	7,476	986	8,462	1,436	199	1,635	1,755	2,501
Patrick	7,836	2,325	10,161	1,363	378	1,741	3,047	4,066
Pittsylvania	15,259	16,084	31,343	3,472	3,971	7,443	11,741	12,894
Powhatan	2,552	5,115	7,667	571	1,300	1,871	3,507	3,595
Prince Edward	4,106	7,898	12,004	941	1,836	2,777	5,047	5,539
Prince George	2,774	5,046	7,820	648	1,329	1,977	3,832	3,985
Princess Anne	4,369	3,902	8,271	918	983	1,901	3,470	3,699
Prince William	5,691	1,813	7,504	1,181	356	1,537	1,872	2,424
Pulaski	4,729	1,809	6,538	885	416	1,301	1,662	1,976
Rappahannock	5,195	3,066	8,261	1,143	528	1,671	3,029	3,031
Richmond	3,475	3,028	6,503	729	552	1,281	2,728	3,004
Roanoke	6,218	3,132	9,350	1,204	726	1,930	2,576	3,129
Rockbridge	12,162	3,890	16,052	2,647	1,141	3,788	2,152	2,290
Rockingham	21,152	2,516	23,668	3,880	518	4,398	2,384	2,998
Russell	9,936	1,167	11,103	1,714	244	1,958	2,790	4,270
Scott	12,512	524	13,036	2,083	120	2,203	2,958	4,942
Shenandoah	14,260	676	14,936	2,716	213	2,929	700	940
Smyth	7,654	1,244	8,898	1,501	352	1,853	1,695	2,691
Southampton	5,468	6,795	12,263	1,288	1,448	2,736	5,094	5,256
Spotsylvania	7,069	4,659	11,728	1,599	1,138	2,737	3,291	3,643
Stafford	4,935	1,485	6,420	1,034	286	1,320	1,734	2,021
Surry	2,393	3,192	5,585	584	695	1,279	2,601	2,821
Sussex	2,962	4,923	7,885	699	1,248	1,947	3,684	3,766
Tazewell	9,193	1,598	10,791	1,600	340	1,940	2,594	3,500
Warren	4,611	1,105	5,716	853	211	1,064	1,261	1,455
Warwick	620	1,052	1,672	143	336	479	752	780
Washington	14,156	2,653	16,809	3,121	689	3,810	3,805	5,124
Westmoreland	3,531	4,151	7,682	841	769	1,610	3,449	3,539
Wise	4,717	68	4,785	725	11	736	1,293	2,018
Wythe	9,269	2,342	11,611	1,829	559	2,388	3,431	4,291
York	2,507	4,691	7,198	536	1,350	1,886	3,213	3,790
Total	712,089	512,841	1,224,930	149,781	120,103	269,884	390,913	445,893

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LETTER FROM REV. R. M. MANLY CONCERNING THE APTNESS OF THE COLORED PEOPLE TO LEARN.

RICHMOND, NOVEMBER 18, 1871.

W. H. RUFFNER,

Superintendent Public Instruction:

Dear Sir,—I have the honor to acknowledge the receipt of your communication of the 17th ult., and to reply briefly to the following questions contained therein, viz:

"1. How long and in what capacity have you been connected with the education of colored people in Virginia?"

"2. About what number of colored children have been at different times under instruction in your schools?"

"3. Did the children show an encouraging degree of capacity for acquiring the branches of knowledge taught in your schools, and of perseverance in their efforts to learn?"

"4. What have you found to be the spirit existing among the colored people generally in respect to education?"

"5. Has the progress in the Colored Normal and High School under your charge in Richmond been satisfactory?"

"6. Is it your impression that the moral character of the colored race will be improved by the cultivation of their minds?"

ANSWERS.

1. I had charge of the educational department of the Freedmen's Bureau from its organization in June, 1865, to its conclusion, July 1, 1870—a little more than five years; and have been a member of the School Board of the city of Richmond, (and as such, an observer and participant in its educational work among the colored people,) from the establishment of a Public School system by this city in October, 1869, until the present time.

2. Under the Bureau, the average number of schools for the whole period was a little less than four hundred (400); the enrollment of pupils annually was from sixteen to nineteen thousand, with an average daily attendance of about ten thousand. The number who were at different times under instruction in these schools I estimate at fifty thousand. This, however, will include some young people and adults who were taught in night schools.

3. With the exception of a few schools, and that during the last year or two, the branches taught in colored schools have of course been only reading, writing, orthography, geography, and the elements of arithmetic and grammar. The progress of the pupils in these branches has always been encouraging, and, under intelligent teachers, eminently satisfactory. During five years my duties led me to visit schools in all the principal towns from Harper's Ferry to Danville, and from Hampton to Bristol, as well as in many strictly rural localities; and in all places where good teachers have been employed, the result has been such as to draw forth expressions of surprise and gratification from all good citizens who have had the opportunity and have taken the pains to observe. The total number in the State who, during this period, have become intelligent readers of books and newspapers, and fairly competent in writing and accounts, may be reckoned by thousands; and some, as in the schools at Hampton and Richmond, have advanced by proper steps to higher branches, and now form successful classes in natural philosophy, physiology, botany, algebra, &c., &c. It has been a noticeable and not an encouraging feature, that but a small proportion of the whole number of pupils who enter school and make a successful beginning in learning continue until they become well-grounded in the common branches, or reach so high a grade as the grammar school. This may be accounted for by the extreme poverty of the people, and the necessity of using all the working force there is in the family to provide for its subsistence. For this reason very few are kept in school past eleven or twelve years of age; and if well-grown, the children are often in service at an earlier age. As regards "perseverance in their efforts to learn," perhaps there is no fairer index than that of "average attendance." This has ranged, for the entire year, from seventy-five to eighty per cent. of the enrollment in rural districts, and eighty-five to ninety, and in some cases ninety-five per cent., in the city. These percentages, I believe, are seldom surpassed, except where population is dense and comparatively "well-to-do," and the school system older and more thoroughly organized.

4. The demand for schools has everywhere been clamorous and universal *until they were established;* but when communities have been fully and permanently placed in possession of these advantages, there have always been found many who, through poverty and selfishness, or through ignorance and indifference, have preferred keeping their children at home to earn a few shillings rather than send them to school at the expense of a few shillings. This fact is but a repetition of the experience of all nations in the establishment of a system of free public education. Enforced attendance is the only

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complete cure for general ignorance. So far, then, as my observation goes, it may truthfully be said that the colored people of the State generally desire schools for their children. They have made and will make sacrifices to avail themselves of the advantages offered.

5. It is not easy for one to be satisfied with his own school, and I am not satisfied with mine. I might answer "Yes," considering all circumstances, and "No," by the standard aimed at. The school is not yet free from the disadvantage always attending the beginning of such an enterprise, viz: the want of pupils systematically and thoroughly prepared for its earliest classes. This obstacle is disappearing, and the lower classes have a foundation of exact scholarship and good habits which gives the highest promise for the future. Schools are what we make them. "As is the teacher, so is the school," is as true of these schools as of any other. I am more than satisfied. I am certain that colored normal schools, properly conducted, will turn out teachers with the scholarship and all other qualifications necessary for first rate success in the profession.

6. I do not think there is any inherent power in mere learning to promote good morals; but that general enlightenment, with the self-respect and material prosperity which grow out of it, tends to improve public morals in a Christian land cannot be doubted. The churches are beginning to reap benefit from the schools in the correction of fanatical excesses, and will reap much more in the future.

R. M. MANLY.

THE HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

This institution is likely to become a prominent source of supply for teachers of colored schools, and in other ways to confer great benefits upon the colored race in Virginia. It is provided with handsome buildings and has an excellent farm of 125 acres, which has been fitted up with every appliance of common and high farming, and offers to students, not only an opportunity to earn most of their expenses, but gives them practical ideas of the highest value, and a basis of strength in character which no other system can afford.

From October, 1870, to March, 1871, inclusive, the young men have earned by work on the farm	$1,122 59
And by work for the school	605 54
The young women have, during the same time, earned by house work	620 35
By sewing in Industrial Department	347 64
	$2,696 12

The history of this school is brief. The farm known as "Little Scotland," lying on Hampton creek, was purchased in June, 1867. Buildings were erected the following winter. Students were first admitted in April, 1868.

There are now eighty-five pupils preparing to teach, of the average age of eighteen. The Faculty consists of seven ladies and three gentlemen. The pupils are organized into three classes: Junior, Middle, and Senior. The first graduating class will be sent out next June.

There are three departments—the Academical, Industrial, and Agricultural—thoroughly systematized, and now in a most prosperous condition. The total value of the property of the Institution is $120,000, besides funds guaranteed, not paid in, to the amount of $10,000. Active efforts are making to secure a large endowment.

General S. C. Armstrong, the able principal of the school, is desirous that the county superintendents of education should interest themselves in recommending the most promising and capable colored youths of both sexes, between the ages of sixteen and twenty-two, for a course of study at the Hampton Institute. Applicants are expected to know how to read and write, and understand arithmetic through long division. The total charge is $10 per month, besides books and clothing. Students are expected, if they are able, to pay partly in cash, (from $3 to $6,) and work out the balance. It is the design of this institution to offer to the most promising colored youths of Virginia, however poor, who earnestly desire it, the opportunity of obtaining an education.

[This notice was prepared last May.]

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THE WHITE NORMAL SCHOOL OF RICHMOND.

RICHMOND, VA., DECEMBER 1, 1871.

The Association under which the Richmond Normal School was organized, and is at present conducted, is known as the First Normal School Association of Richmond. This organization was formed in June, 1867, for the purpose, as expressed in the record of the first meeting, "of taking action to secure if possible the moral and intellectual advancement of the youth of the community."

The result of this meeting was the election of a board of trustees, who were to have the matter in charge, and take such steps as they deemed proper to establish a normal school, and the hope was expressed that they might be able to continue it until it should become a State institution.

Arrangements were made to open the school in October following. The number of pupils was at first limited to twenty. The course of study occupied two years. The second year of the school the number of pupils was increased to forty, and at the commencement of the third year an advanced course, to occupy one year, was added for those who might wish for a more extended and complete preparation for the great work of teaching. It is the intention of the trustees that the pupils shall become thoroughly acquainted with such branches as may be taught in public schools—shall become self-reliant and well-versed in methods of instruction and discipline.

The school numbers among its graduates a goodly number of successful teachers now employed in the public schools of this and other States.

The city of Richmond has several times made appropriations to the funds of the school, and Rev. Dr. Sears, the distinguished educator, has from the first contributed largely to its support. From the Soldiers' Memorial Society of Boston, also, we have received pecuniary and other aid.

Trusting the time is not far distant when an ample and well-appointed normal institution will adorn and vitalize the educational system of the State.

ANDREW WASHBURN,
Secretary First Normal School Association of Richmond.

THE COLORED NORMAL SCHOOL OF RICHMOND.

The Colored Normal School of Richmond is an institution incorporated by special act of the Legislature as a teachers' training school. It was opened for pupils in October, 1867, and has recently been transferred to a new and handsome building erected for it, at an expense, including lot and furniture, of $25,000. The property is held and the affairs of the school conducted by a board of directors, who act simply as trustees of a public charity. The funds for the erection of the building were derived principally from the Freedmen's Bureau; and the current expenses of the school, which is free to its pupils, are drawn by its directors from charitable sources—the Peabody Fund furnishing some assistance.

The school is organized into three classes—junior, middle, and senior—(each class having at present about thirty pupils), and a model school of thirty primary pupils, in which the members of the senior class have their first discipline as teachers, under the supervision and criticism of their own teachers. The course of study embraces, in addition to the common-school branches, vocal music and calisthenics throughout the course, linear drawing, map drawing, object teaching, physiology, civil government, physical geography, botany, natural philosophy, and algebra, with lectures upon the history and philosophy of education.

MINNESOTA LAND POLICY.

Extract from message of Governor Ramsey, to the Legislature, in 1861.

Our children, we may be sure, would be anything but grateful for the benefits of an education procured at the selfish sacrifice of the noble heritage of which Providence has made us the trustees for their benefit, and the benefit of all those that come after them, and will scarcely build monuments to the memory of those men who, to enjoy an immunity from temporary taxation, entailed a treble burden on the education of their posterity for all time to come.

I am, however, very far from urging that the school lands shall only be disposed of with a view solely to realizing therefrom the largest ultimate fund. Such a principle would imply an indefinite postponement of the sale of the lands to the prejudice, not only of education, but of all collateral

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public interests. It is to the general and permanent utility of the fund, and not its mere accumulation as a pecuniary investment, that you are to look, and it is for you to judge, how far the public interests may be best subserved in the long run by encroaching on the school reserves for the means of education in the infancy of the State.

Looking at the ultimate fund to be derived from the school lands as a permanent resource of education for all time to come, it is for you to decide what this magnificent endowment is to be worth as an instrument of social development to the unborn millions of the future. The estimate now placed upon it will be the witness to posterity of the loftiness or meanness of the views which actuate us. This estimate will be expressed first of all in the minimum price which you shall affix to the lands.

The question of a minimum, you will perceive, is in fact the cardinal point to be established.

There is one general principle in the adjustment of a minimum which, I doubt not, will meet with general concurrence. It should not be so high as to exclude the present generation from the benefits of the resulting revenue, nor so low as to impoverish the permanent fund. How, then, shall the permanent interests of the school fund be reconciled with the just claims of the present generation? The school lands represent not an actual, but a latent and prospective value, depending upon the general growth of the State for its development. Lands that might be sold this year for half a million dollars, would probably be sold, in ten years, for three millions. The former sum, at seven per cent. interest, would yield an anual revenue of $35,000, the latter of $210,000. Will the benefits that will accrue to education during the interval between the lower and higher valuation compensate you and your children for a sacrifice of five-sixths of the prospective value of the lands? I think not. And surely, looking solely to the interests of the present generation of children, and regarding the period of fifteen years over which our laws assume that the education of youth extends, it would not be a wise economy to provide for the first five years at such an expense to the last ten.

But as the fixing of the minimum attainable in the present generation implies some sacrifice of prospective values, where shall the line be drawn? Such a line must, of course, be arbitrary, but I think we are not entirely without data for approximation to a standard which will reconcile the interests of the present and future on the common ground of the public weal.

It is proper to observe that the value of the school lands bears a distinct relation to the density of population. Lands rapidly rise in value under the pressure of immigration, from the first settlement up to the point of their general occupation, and up to this point the school reserves ought not to be sold. But after the lands become mostly occupied in a given township, experience warrants the assumption that the included reserves have reached a standard of value beyond which the yearly increase will commonly be slow; and it may then become a matter of public policy that they should be settled upon and improved, and enter into the taxable basis of the State, and thus contribute in another form more to the immediate revenue of the schools and other collateral public interests than if retained for an advanced price. It is also worth considering that the compactness of neighborhood, which would give a fair value to the school lands, is essential to an efficient and economical expenditure of the school revenues.

While, therefore, the permanent interest of the school fund, and its useful expenditure, seem to require that the lands should not be sold till their intrinsic value had become developed by the growth of population around them, public policy demands that they should not be retained to be an obstacle to neighborhood, or withheld from cultivation for speculative purposes, after all the lands around them are taken up.

These principles, it seems, should regulate the establishment of a minimum price for the school lands.

A density of between 25 or 30 persons to the square mile in any given township, would probably imply an average valuation of the included school lands of about eight dollars an acre. In our more thickly settled counties, some of the reserved sections have already attained this average. Beyond this, it is doubtful if the increase in value would compensate for the public loss occasioned by their exclusion from settlement.

It is possible, too, that by adopting, at least for the highest grade of lands, a minimum of $8 per acre—the old standard in Michigan—a larger fund would be realized in ten or fifteen years than by the loose method of appraisal, with a minimum of $1 25, the system established in Iowa and Wisconsin, under which their splendid grants have become the prey of speculators. If our State advances the next decade as rapidly in population as Iowa, it is scarcely doubtful that some 300,000 acres of school lands will have attained the average value of $8 per acre, equal to $2,400,000 in all. This is indeed greater than the fund derived from the school lands in a similar period in Iowa or Wisconsin, where the lands have been sold at very low rates. But two things should be borne in mind in relation to the results of sales in those States: First, that we have twice the amount of these lands in proportion to our area, and three or four times the aggregate amount; second, that under the appraisal method of those States the interests of the fund have been uniformly sacrificed

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to the interests of local combinations. While, therefore, they have managed to get rid of a large amount of lands in a short space of time—which has seemed to be the main object—they have realized only a small proportion of their true value to the State. The minimum of $1 25, which the legislatures of those States adopted, shows at how low a rate they prized the national boon.

The results of their short-sighted policy ought to be a sufficient warning against the errors of their example. Considerably more than half of the school lands have been sold in these States within the last ten years, and the fund realized in each case has been less than two million dollars. It would be mere repetition to say that, under a proper system, nearly the same results might have been obtained from a third of the land sold. In Michigan—where a minimum of $8 originally obtained, afterwards reduced to $5—out of only a million acres of school lands, one-third have been sold in twenty years, with a resulting fund of $1,613,434. It is worthy of remark, that over $400,000 of this was produced by the sales of the first five years, at an average of $7 per acre.

DR. C. M. STIGLEMAN, COUNTY SUPERINTENDENT OF SCHOOLS IN FLOYD CO., ON THE TRANSFER OF THE CANAL TO U. S.

In the conclusion of this report, though not germain to the subject, I will beg to submit to the Board of Education a plan which, if it can be made successful, will give us a larger school fund than we now have, and at the same time permit us to lessen the State revenue five hundred thousand dollars annually. Our last Legislature proposed to give to the United States, upon condition that she would complete it, the James River and Kanawha canal. The Congress of the United States will sooner or later accept this proposition. It is too liberal on the part of Virginia. This canal cost the State upwards of eleven millions of dollars! Virginia legislators propose to give away this labor and toil of years, virtually without consideration. This looks to me like the peasant presenting jewels to the king. Is the Government of the United States an object of charity? Is it so poor that it cannot construct one of the grandest thoroughfares that ever engaged the attention of its people, and one demanded, too, by the necessities of the country, without the Virginia Legislature contributing eleven millions of dollars? Shall Virginia never cease to present alms and "good gifts" to the Union? What has the grand "Old Dominion" received in return from the United States for those populous and wealthy States which were carved out of her vast domain? These very States, built up upon what once was Virginia soil, need the completion of the Central water-line, more than Virginia! Shall they be required to give nothing, *as States*, while Virginia, more involved than all, bleeding at every pore from her heavy burthen of taxation, shall be required to give eleven millions of dollars? And for what? To assist the United States to build her commercial and military lines of transportation! Sir, the North-west is generous in this thing. She does not ask Virginia to make the sacrifice. But she asks of Congress to construct the work at the expense of the Government. The demand is urgent, and Congress cannot long delay. Then if it is a necessity of the United States Government, let that Government provide for her necessities, and Virginia for the welfare of her own people. Then let me respectfully request that you ask our Legislature to petition her representatives in Congress to ask that the United States be required to refund to Virginia eleven millions of dollars, which shall be invested in U. S. bonds or other securities, yielding at 6 per centum $660,000, which sum shall be used exclusively for a School Fund.

I am, very respectfully,

C. M. STIGLEMAN.
County Superintendent.

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TABLE OF CONTENTS.

	PAGE
REPORT OF BOARD OF EDUCATION	III
LETTER OF SUPT. PUB. INSTRUCTION TO PRES'T BOARD OF EDUCATION	1
FIRST ANNUAL REPORT OF SUPT. PUBLIC INSTRUCTION	3
Opening of schools	4
Central authorities	6
School funds	7
District affairs	10
County votes	12
The Schools	13
Public Schools in Norfolk, Petersburg and Richmond	16
Statistics of school attendance	21
Summaries from U. S. census	22
Cost of the schools	25
What would be the cost of a full supply of schools for the State?	26
Private schools	27
The Literary Fund	28
George Peabody and his donation	29
THE IMMEDIATE FUTURE OF THE PUBLIC SCHOOL SYSTEM	36
Claim of Virginia on the Federal Government	39
Barnard's Report	43
Ability of the State of Virginia to maintain public education	49
DISCUSSION OF THE PUBLIC SCHOOL SYSTEM	55
Some remarks on moral training	56
Land, labor, and capital	62
Testimony in favor of educated labor	67
Testimony of England	69
States which have public school systems	77
China	78
Hebrew education	81
In America	84
In Virginia	85
Emancipation	92
The Negro in Virginia	106
Improvability of the Negro	108
Mr. Jefferson's opinion	110
Slavery	112
Freedmen's Bureau	115
Freedmen's Savings Banks	119
Dark shades	121
Necessity of State action	128
NORMAL SCHOOLS	131
DOCUMENTS FORMING A PART OF THE REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION	145
County and city superintendents	145
Written reports of county and city superintendents	147
Statistical Tables of school operations,	156–191
Appropriations from Peabody Fund	192
Books for indigent children	192
School houses	192
Statistics of private schools for 1870–'71	193
Text-Books	195
Second Auditor's account of receipts and disbursements	196
Summaries	196
APPENDIX:	
Second Auditor's report on Literary Fund	198
Letter from Rev. R. M. Manly	203
Hampton Normal and Agricultural Institute	204
Colored Normal School of Richmond	205
White Normal School of Richmond	205
Minnesota Land Policy	205
Letter from Dr. C. M. Stigleman	207

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AGE
84
85
92
106
108
110
112
15
19
21
28

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VIRGINIA

SCHOOL REPORT

1921

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